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ABSTRACT

GRADES OR AGES: Kindergarten-7. SUBJECT MATTER: Health and physical education. ORGANIZATION AND APPEARANCE: This spiral-bound guide is divided into five sections: a) backgound and general information; b) organization, scheduling, and teaching aids; c) physical education curriculum; d) intramural sports, school demonstrations, and annual city-wide programs; and e) resource materials. OBJECTIVES AND ACTIVITIES: Five objectives and seven desirable outcomes are presented in the first section. Activities are presented for kindergarten-grade 2, grade 3, grade 4, grade 5, and grades 6 and 7. INSTRUCTIONAL MATERIALS: Necessary materials and supplies are listed with each activity presented and in the resource section. STUDENT ASSESSMENT: No provision made. OPTIONS: None given. (HMD)

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BUILDING
HEALTHIER YOUTH

A Basic Curriculum Guide

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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For the

Elementary Grades

Norfolk City Public Schools

1971

SP 007 736

This Guidebook was prepared

by the health and physical education staff

of the Norfolk City Public Schools.

SUPERINTENDENT'S MESSAGE

This Guidebook is the result of the efforts of the entire elementary school Health, Physical Education, and Safety staff to put into writing the essentials of the courses in that department. The cooperation of a conscientious group of teachers, working together, makes such results possible.

Each topic outlined is the product of actual teaching experiences and should furnish all teachers with the necessary foundation for a meaningful program for boys and girls.

The Administration commends those who have participated in the production of these course outlines. We are happy to use it as a pattern for our Health, Physical Education, and Safety program in the elementary grades.

E. L. Lamberth
Superintendent of Schools

INTRODUCTION

This Guidebook attempts to present a basic pattern in health and physical education for the elementary school. The materials contained in this book are to be considered as basic in the construction of a program in health and physical education for boys and girls. Teachers should feel free to explore activities not included in the Guide when they feel the skills involved in the basic program have been sufficiently covered.

It must be borne in mind that a book of this kind should be continuously in state of revision. With this fact in mind we sincerely hope teachers and administrators will offer suggestions which may be used in future revisions.

Greyson Daughtrey, Supervisor
Health, Physical Education & Safety

FOREWARD

The need for increased emphasis upon health and physical education is greater today than at any time in our history. The bounding rates of drug abuse, venereal disease, and crime are well documented by the news media. Most of these public concerns can best be attacked by thorough and comprehensive educational programs. The very survival of the individual pupils attending our schools may well depend upon the success which teachers of health and physical education have in imparting the correct information at the right time to all of our youth.

The charge implied by this guidebook is awesome, but not impossible to execute. With skillful and sensitive instruction, there should be no reason not to expect that our youth can be helped in assimilating the most desirable skills and attitudes in Health, Physical and Safety Education.

R. M. Forster
Assistant Superintendent
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SECTION ONE

GENERAL INFORMATION

It should not be forgotten that it is through play that the path is opened toward occupations of a later age, and it is for this reason that the majority of games are imitations of work and actions which will be used later in life.

Aristotle (350 B. C.)

SECTION ONE

GENERAL INFORMATION

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GENERAL INFORMATION

BASIC POINT OF VIEW

Physical education is education by means of physical activities which meet the needs of the individuals involved. Properly planned and taught, it is a method whereby the entire physical, mental, and emotional well-being of an individual is enhanced through participation in activities which place emphasis on the development of strength, speed, skill, and endurance.

In order to insure opportunities for normal physical growth and development a balanced program of physical education should be judged by the degree to which it meets the objectives listed below.

OBJECTIVES

The program attempts to fulfill the following objectives:

To promote learning of motor skills and the development of speed, strength, and endurance.

To provide sufficient physical activity for normal growth and development.

To teach familiarity with a wide variety of games and sports for recreational use.

To develop in the classroom teacher an interest in the physical education program.

DESIRABLE OUTCOMES

Desirable outcomes should be the following:

Development of good character.

Development of good sportsmanship in play and in everyday living.

Development of proper attitude towards physical activity.

Development of democratic living.

Development of good health attitudes, habits, and practices.

Development of safety attitudes in play.

Development of the ability to use leisure time wisely.

POLICIES

Cooperative Planning

It is the responsibility of the school administrator to establish conditions leading to effective teaching. The administrator, together with the physical education staff and the Supervisor of Health, Physical Education, and Safety, should formulate policies in order that the physical education program might contribute most effectively in helping general education to realize its goals.

State Requirements

Title 22, Chapter 12, Article 2, Section 22-227 of the 1950 Code of Virginia sets forth certain regulations pertaining to physical and health education as follows:

> "Physical and health education shall be emphasized throughout the course (of study) by proper lessons, drills, and physical exercises set up by the State Board."

Title 22, Chapter 12, Article 3, Section 22-243 of the 1950 Code of Virginia further states:

> "All pupils, in all the public elementary and high schools for the State shall receive as part of the education program such examinations, health instruction and physical training as shall be prescribed by the State Board and approved by the State Board of Health, in conformity with the provisions hereof."

Physical Education, Grades One Through Seven Supplement to the Course of Study for Virginia Elementary Schools, State Board of Education, Volume XXXV, No. 9, 1953,

page 13, states:

"It is a definite responsibility of the school administrator to provide for every child thirty minutes of physical activities as an integral part of the instructional experiences during the school day."

RESPONSIBILITIES

School Administrator's Duties

It is the duty of the school administrator, in compliance with the State Board of Education, to provide thirty minutes of physical education activities for every child as an integral part of the instructional program during the school day. He should also see that the cooperative functions of physical education and classroom teachers are carried out so that the fullest possible benefit to the student may be derived from their efforts. He should be familiar with the aims and objectives of physical education and help to interpret them to parents and other community groups.

Function of the Supervisor of Physical Education

It is the duty of the Supervisor of Health, Physical Education and Safety to direct and coordinate the program of health and physical education in the elementary and secondary schools, in accordance with the policies of the School Board.

Function of the Classroom Teacher

The major responsibility for guiding pupils in physical education activities is that of the classroom teacher. In order to meet this responsibility the teacher must:

1. Pre-plan with the physical education teacher. Pre-planning between the classroom teacher and the physical education teacher is essential for a good instructional program.

2. Motivate the children along the lines of interest, participation, and cooperation.
3. Become involved at the time the physical education teacher is with the class in order that he will be better able to continue the work after the physical education teacher has left.
4. Comply with State Law and local regulations and schedule the required thirty minutes daily for health and physical education.
5. Assume joint responsibility with the physical education teacher in problems of discipline.

Function of the Physical Education Teacher

Although the major responsibility for guiding pupils in physical education is that of the classroom teacher, the physical education teacher will share this responsibility in supplementing and strengthening the program. He should inspire, stimulate, and be a source of skilled help in physical education. To carry out these responsibilities effectively the physical education teacher must:

1. Pre-plan with the classroom teacher.
2. Organize activities in a general way for the entire year and plan the program in detail for not less than six-week periods.
3. Act as leader or consultant to the classroom teacher in supervising physical education activities. The physical education teacher also teaches specific skills, games and rhythmics. The classroom teacher must be present at all times in order that he will be able to carry on these activities in the absence of the physical education teacher.
4. Be responsible for obtaining and issuing needed supplies and equipment in the schools, keeping it in repair, and checking it periodically. The physical education teacher is responsible for issuing necessary

equipment to each classroom teacher and having the teacher sign for it.

5. Give assistance in the planning, organizing, and carrying through of any school program or project pertaining to his field, provided he is notified a week or more in advance.

TEACHER GROWTH

Professional Training and Improvement

Physical education is a phase of education, and the background of those who teach in this department must necessarily include a thorough knowledge of the purposes of education. Adequate preparation for teaching is of greatest importance in realizing the purposes of education. The qualification for teaching physical education in an elementary school should be a college degree with a major in physical education. Accomplishing the purposes of education demands continual improvement of the instructor's methods and practices and continuous study of the nature and needs of pupils. There is a great deal of literature in the form of books, magazines, and pamphlets pertaining to both physical education and the general field of education which should be secured and read by all teachers. In addition to this, attendance at workshops and professional meetings is helpful in improving the quality of teaching.

Professional Organizations

Active participation in the professional organizations will enable the instructor to have a better understanding of school problems and will help him in the solution of local problems. The personal contacts which the teacher makes as a member of these organizations will influence his local program through the acquisition of new ideas and methods.

Some of the professional organizations in which the physical educator should be interested are local, district, state, and national teacher's associations;

also district, state, and national health, physical education and recreation associations. Other organizations of interest are the National Recreation Association and the National Safety Council.

RELATIONSHIPS

Community Relations

The intense interest of the pupil and the parents in physical education activities provides an opportunity for excellent community-teacher relationships. To realize the full responsibilities of his influence, the physical education teacher should inspire the admiration and confidence of pupils, faculty and others in the community. His personality, actions, and appearance should reflect the ideals of the profession as a whole. The physical education class is a laboratory where the individual develops concepts not through reading about them but by actual practice. The feeling of comradeship and the understanding needed to cope with natural responses to situations causes the physical education teacher to enjoy a relationship with the pupil which the quieter atmosphere of the classroom can never offer.

Faculty Relations

It is important that all members of the faculty understand the program of physical education. The physical education teacher should seek opportunities to interpret the program to the faculty. One opportunity of doing this is in faculty meetings. Attendance at regular building staff meetings and participation in professional study are as vital to the growth and contribution of the physical education teachers as to that of other faculty members. When discussions arise in his special fields, a physical education teacher may need to make arrangements to attend faculty meetings in another school. Such arrangements are usually made between principals. The professional respect which other members of the faculty have for the physical education teacher often determines the amount of support

which they give the program. Therefore, in addition to professional ethics, the physical educator should possess the ability to discuss intelligently the problems of education with other members of the faculty.

INTERPRETING THE PHYSICAL EDUCATION PROGRAM

The physical education program, by the very nature of its activities, is one phase of the total program in which the community is vitally interested. The manner in which this information is presented will largely determine its success. There are a number of methods which may be used to good advantage.

Pupils

The public gains its major impressions of the school from the pupils. The pupil develops opinions of the physical education program and makes them known to his parents who, in turn, pass them on to others in the community.

Demonstrations and Exhibitions

The demonstration or exhibition in the physical education program may be used successfully to create public interest and develop community support. Many activities of the program lend themselves to this type of publicity.

Assembly Programs

School assembly programs afford excellent opportunities to familiarize the student body and faculty with the aims and accomplishments of the physical education program. Since there is a continual need and demand for new and worthwhile assembly programs, the resourceful physical education teacher usually finds the school administrator receptive to the physical education type of program.

Parent-Teacher Meetings

Physical education teachers should make arrangements to have at least one

program during the year on the parent-teacher calendar. Parent-teacher meetings provide one of the most important media for interpreting the aims and purposes of the physical education program. The parent-teacher president should be interviewed early in the season and persuaded to give physical education one program during the year.

Displays

Physical education teachers should see that exhibits and display boards depicting phases of the physical education program are placed in the building as often as possible and kept up to date, particularly as relates to the culminating activities of the program.

ESSENTIAL PARTS OF THE PHYSICAL EDUCATION PROGRAM

The program of physical education should provide opportunity for:

Class Instruction

This is the place where skills should be developed, knowledge acquired and attitudes created. In compliance with State law and local regulations, all classes are required to schedule thirty minutes daily for instruction in physical education activities.

Health Instruction. Health instruction in the past has been largely integrated with the total curriculum. However, recent emphasis on health instruction points to the need for more direct instruction and more correlation with other subjects (See Health Education for the Elementary Schools, a Guidebook for Teachers, Norfolk City Schools, Norfolk, Virginia, 1967).

Activity Instruction. Elementary school-age children need between three and five hours of vigorous exercise daily for normal growth and development. Activity skill should be properly taught during the instructional phase of the program in order to motivate pupils to participate during their out-of-school hours. The basic activity curriculum is detailed in Section III and

outlined on the First and Second Semester Basic Elementary School Curriculum and Squad Card.

Intramural Activities

Intramural sports serve as an extension of and a laboratory for the instructional class work in physical education.

Objective: To encourage pupils to use their leisure time in a socially accepted way and to provide the necessary supervision, space and equipment to help pupils profit from the worthwhile use of their leisure time.

School Program. The intramural director plans, organizes and conducts the intramural program for pupils in grades three through seven in the school or schools assigned. The guidelines recommended in Section IV should be closely adhered to in the formulation of school programs. Most team activities taught in the instructional program should culminate in classroom and grade level tournaments or demonstrations near the end of the instructional period.

1. Leisure-Time Fitness Program - Three pupils work together on selected physical exercises to pass grade-level averages. Pupils observe, test and screen each other and turn results in to physical education teacher for appropriate awards. This program culminates in an Annual Leisure-Time Fitness Day involving all pupils with passing averages (Detailed description in Section IV).
2. One-Goal Challenge Basketball - Three-man teams challenge each other in a game of thirty minutes duration. Grade-level team captains are listed on a bulletin board. A captain may challenge any team. Team winner and loser are reported to teacher. Appropriate awards for participation and also for winning team are given (See Section IV for detailed program).

City-Wide Program - City-wide tournament or demonstration conducted on a one-day basis serves to bring together pupils from throughout the city in controlled grade-or age-level competition.

The following are types of city-wide programs conducted in the elementary schools (Detailed descriptions of these programs can be found in Section IV):

1. Annual Volleyball Demonstration
2. Annual Basketball Relay
3. Annual Tumbling Demonstration
4. Annual Bowling Tournament
5. Annual Physical Education Demonstration - Track and Field Events
6. Annual Leisure-Time Fitness Day

EVALUATION OF PROGRAM

The physical education program should be evaluated together with the objectives of the program, and with the emphasis on the extent to which the various phases of the program meet these objectives:

1. Does the program provide sufficient opportunity for the acquisition of motor skills and the development of strength, speed, and endurance?
2. Does the program provide sufficient activity for normal growth and development?
   a. Does every pupil have opportunity for suitable vigorous activity?
   b. Are provisions made for the physically handicapped?
   c. Are efforts made to teach pupils to accept their own limitations?
   d. Are the needs, interests, and activities of the age group considered?
3. Does the program present a wide variety of games and sports for leisure-time activity?

a. Are both administrators and teachers careful in their planning to see that one activity does not dominate the program? An illustration of such care would be to place softball in the season where it belongs and not continue it throughout the entire year.

b. Are provisions made for seasonal activities?

c. Are enough activities taught to create interest for everyone in the group?

d. Is interest shown when new activities are presented?

4. Does the classroom teacher manifest proper interest in the physical education program?

a. Does the classroom teacher take an active part in the physical education program when the physical education teacher is present?

b. Does the classroom teacher carry on the program in the absence of the physical education teacher?

c. Does the classroom teacher correlate physical education with other classroom work when the opportunity presents itself?

> We do not yet sufficiently realize the truth that as, in this life of ours, the physical underlies the mental, the mental must not be developed at the expense of the physical . . .
>
> Herbert Spencer (1860)

> The exercise factor is one of the most important, and the most neglected, of the practices individuals should utilize in order to enjoy the added years which science is making possible.
>
> Dr. Edward L. Bortz

SECTION TWO

ORGANIZATION, SCHEDULING

AND

TEACHING AIDS

The discovery of the educational possibilities of the play side of life may be counted one of the greatest discoveries of the present day.

L. P. Jacks (1932)

SECTION TWO

ORGANIZATION, SCHEDULING AND TEACHING AIDS

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CLASS ORGANIZATION

Time Allotment

Every child on the elementary school level should have a minimum of thirty minutes of physical education instruction per day. (Physical Education, Grades One Through Seven Supplement to the Course of Study for Virginia Elementary Schools, State Board of Education, Volume XXXV, Nov. 1, 1953, Page 13).

Basic Curriculum and Squad Card

The basic curriculum utilizes a squad card which should be used in the organization of all classes.

Squad Leaders

Each class should be organized into squads of eight to ten members and should have a squad leader and an assistant leader who can take over responsibilities in the absence of the squad leader. This type of class organization offers the best opportunity for group and individual instruction, measuring pupil progress, and providing opportunities for democratic leadership. This plan also permits the most efficient use of available space.

Squad leaders assist the teacher in organizing the group for activities, conducting activities, teaching skills, administering tests, and caring for equipment. Carefully selected and properly trained squad leaders can be an invaluable asset to the classroom and physical education teachers.

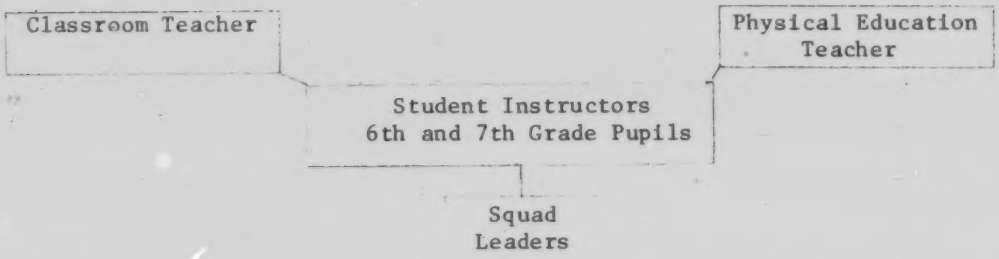
Student Instructors

Pupils from the sixth and seventh grades should be assigned to assist with the instruction in the third through seventh grades. The physical education teacher and the classroom teacher should confer with the principal and make arrangements for assigning, whenever possible, their older pupils to assist in the organization and instruction.

Training Squad Leaders

The most effective method found to train squad leaders has been through periodic instructional periods usually held before or immediately after the beginning of the school day. During this period, all squad leaders, or the assistant squad leaders in the event of the squad leaders' absence, meet at a specified place for instruction in conducting calisthenics, assisting with class organization and instruction, and receiving instructions on activities for the day. Leaders are instructed as to meeting place for class instruction and physical education material that will be needed for the class. They inform the classroom teacher and the class of these instructions.

Diagram of Organization of the Administrative Function



Outline of Thirty-Minute Physical Education Program

Outdoor:

Five Minutes: Developmental Movements, the purpose of which is to warm up the muscles for more vigorous activities.
1. Fundamental Movement to Music - Walking, Hopping, Skipping, Running, etc.
2. Rope Skipping to Music
3. Conditioning Exercises (5th - 7th Grades only)

Five Minutes: Review of previous activities with the class and classroom teacher.

Fifteen Minutes: Instruction in skills; explanation of rules pertaining to activities; squad practice of skills; participation in activities.

Five Minutes: Skills laboratory, using relays and other formations which place skills taught in a complete situation.

Indoor:

Five Minutes: Fundamental movements of rope skipping to music.

Five Minutes: Review of previous activities with the class and the classroom teacher.

Fifteen Minutes: Instruction and participation in appropriate activities.

Five Minutes: Skills laboratory, using relays and other formations which place skills taught in a complete situation.

Conditioning Exercises for 5th - 7th Grades

1. Vigorous combination-type exercises lasting not more than five minutes should be given at the beginning of each physical education period.
2. Each exercise should be learned by name in order to conserve time and avoid needless repetition in explaining the exercise each time it is given.
3. Insist upon good form and proper execution throughout the exercise.
4. Exercise should be sufficiently vigorous to place a real demand on the muscular, circulatory and respiratory systems.
5. Utilize squad leaders in giving body building exercises and give assistance to these leaders in order to improve skill.
6. Boys should be placed forward of the girls during these exercises.
7. In body-building exercises the following procedure should be followed:
   A. Give a description of the exercise, state reasons why this particular exercise is being used, and explain purpose of exercise. After pupils have learned proper description, purpose, etc., the name or number of the exercise only should be given, followed by execution commands.
   B. Parts of command:
      Explanatory
      Pause
      Execution
      Example: Hand on Hips - Explanatory
      Pause
      Place! Execution

GENERAL INSTRUCTION FOR PHYSICAL EDUCATION TEACHER - FIRST WEEK OF SCHOOL

Central Office

1. Pick up the following materials, which will be needed for scheduling, distribution of equipment, etc.
   A. School assignments
   B. Class schedule forms - three for each school. As soon as schedule has been completed, mimeographed copies must be run off and posted in each classroom.
   C. Inventory of supplies in schools assigned and equipment check-out slips - two check-out slips for each classroom.
   D. Squad cards - four for each classroom teacher.

Individual School

1. Office
   A. Obtain list of teacher, room assignments, and grade level from school office.
   B. Obtain copy of lunch period with class assignment.
   C. Obtain copy of television schedule and classes affected. This information will be needed to make out schedule.
2. Check supplies and equipment against inventories. Report discrepancies to principal.
3. Check on supplies ordered for delivery during the summer. If any supplies have not arrived, notify principal and follow up until they are received.
4. Check court markings, especially for volleyball, on concrete area. Repaint if necessary. Notify the physical education office of any necessity for repainting volleyball and basketball lines.
5. Check volleyball nets for hooks, proper length rope, etc., since this is the first activity of the year for upper grades. Instruct several older boys

how to set up and assign them the job of putting up and taking down nets daily, particularly on the days when you are not at the school.

Outline of Introductory Comments to Faculty of School at Beginning of Each Year

In the past few years, Norfolk's Health and Physical Education teachers have developed and found useful the following outline of presentation to the faculty:

1. Introduction
   - A. Name
   - B. Background
   - C. Days assigned to school
2. Philosophy for Program - Use Handbook for Pupils and Parents
   - A. Objectives
   - B. Research
   - C. Goals
3. Overviews
   - A. Instructional materials - brief description of the use of squad cards and guidebooks.
   - B. Schedule (teachers required to meet with classes 30 minutes daily)
   - C. Equipment - procedure for assigning.
   - D. Classes - purpose instructional - teacher present and involved.
   - E. Follow-up.
   - F. Program Outline (30 minutes)
4. Culminating Programs
5. Cooperation (See Section I - General Information)
   - A. Teacher responsibilities
   - B. Principal
   - C. Physical Education
6. Conclusion
7. Question and Answer Period

SCHEDULING

Assignment of Physical Education Teachers

Realizing the need of every elementary school child for organized and professionally supervised instruction in physical education, the Physical Education Department has established the following plan for the assignment of physical education teachers:

1. Physical education teachers should meet a minimum of nine thirty-minute classes daily.
2. Physical education teachers will meet with each classroom teacher for a thirty-minute period at least once a week.
3. Nine divided into the number of teachers of each school from grade one through grade seven gives the minimum number of days the physical education teacher should be in the school.

Class Schedule

The physical education teachers will make out a schedule and have it approved by the principal, unless the principal has already made the schedule.

Preliminary Steps in Making Physical Education Schedule

1. Obtain list of teachers, with grade and classroom assignments as well as lunchroom, television, band or orchestra, and recess schedules for teachers in each grade level from the principal. No effective schedule can be made without considering all these factors.
2. Block off above schedule times (television classes, lunch and recess periods) by grade levels to see what time cannot be used.
3. Next, block off the remaining time during each day on which classes can be scheduled for all grade levels. It is necessary to consider all grade levels at once, since although there are several times during the day when a particular grade level can be scheduled, there may be only one best time, considering all factors involved.

4. According to the number of days assigned to the school and the number of teachers in each grade level, set up a schedule assigning teachers in a particular grade level the same time each day so that they will have physical education at the same time each day of the week.

   Example: Suppose that a school has six fifth-grade classes, and you are assigned to the school three days. After determining the above factors, it is found that from 10 to 11 o'clock each day is the best available time to assign classes for the fifth grade. Your schedule should then read as follows:

Time	Daily	Grade	Room	In Classroom
10:00 - 10:30	Teacher A	5	102	Monday
	Teacher B	5	103	Tuesday
	Teacher C	5	104	Wednesday
10:30 - 11:00	Teacher D	5	107	Monday
	Teacher E	5	108	Tuesday
	Teacher F	5	109	Wednesday

   This schedule will mean that three fifth-grade teachers will be on the playground from 10:00 - 10:30 each day and three more from 10:30 - 11:00. This plan of scheduling the same grade level at the same or adjacent times allows for inter-class competition and facilitates the running off of grade-level culminating activities. In the above case only a half-hour change in the physical education schedule is necessary to run off events between classes in adjacent periods or to conduct grade level units in health and safety instruction. The plan also allows sufficient time (one hour) to run off events involving all of these classrooms, such as rhythms programs, volleyball, or field day events.

5. Once the schedule has been organized, changes should be made only by classroom teacher within the block of time allotted unless more is absolutely necessary to some other phase of the curriculum.

Other Suggestions for Scheduling

1. Work with art and music teachers in making out schedule to avoid conflicts.
2. Use teacher suggestions in making out schedule.
3. Explain to teachers that the time designated for physical education should be the same each day. If conflicts exist between departments, make out alternate schedules for days when you are not in the school. Make sure that alternate schedule time of each teacher is shown on schedule. Alternate schedules should be evaluated in relation to grade level and possible duplicate use of space and facilities.
4. In constructing schedules, a minimum of nine classes should be scheduled each day. Additional time will be used for teacher workshops and conferences with principal and teachers.
5. No classes should be scheduled during the first fifteen minutes of the school day. This time is used by classroom teachers to check rolls, conduct opening exercises, etc. The physical education teacher should use this time to check and repair equipment, to set up equipment for classes, to meet with squad leaders, to notify teachers of the place where he will meet them that day, and to hold conferences.

Health and Physical Education Schedule Form

Health and physical education teachers should submit schedule in the format shown on next page. After schedule is approved by the principal, a mimeographed copy should be posted in each classroom and on the office bulletin board. Three (3) copies should be mailed to the Physical Education Department.

HEALTH AND PHYSICAL EDUCATION SCHEDULE FORM

School _____ Physical Education Teachers _____

Days of Week Assigned to School (Check) _____ Mon. _____ Tues. _____ Wed. _____ Thurs. _____ Fri.

Time	Teacher	Day*	Grade Level	Room No.	Alternate Time+
8:15 - 8:45	Equipment Set-up Leaders Meeting				
8:45 - 9:15					
9:15 - 9:45					
9:45 - 10:15					
10:15 - 10:30	Break				
10:30 - 11:00					
11:00 - 11:30					
11:30 - 12:00					
12:00 - 12:30					
12:30 - 1:00	Lunch				
1:00 - 1:30					
1:30 - 2:00					
2:00 - 2:30					

When classes have to be met separately because of testing program, lack of inside facilities or inclement weather, each teacher's class will be met at the same time on the day of the week shown by name.

+ When alternate time is required, classes should be scheduled at same time as their grade level or adjacent grade level.

* The above schedule only indicates the days of the week when a class will meet with the physical education teacher for physical education. On the remaining days of the week teachers will be expected to conduct the physical education period on their own during the same time period.

PROCUREMENT, DISTRIBUTION AND CARE OF TEACHING MATERIALS

Distribution of Teaching Materials

After a number of years of experimentation, it has been found that to equip each classroom with necessary items of supplies is not only practical but expedient for effective teaching. This necessitates a large outlay of supplies and equipment, and it is imperative that each class assume responsibility for the care and maintenance of equipment. In order to keep an accurate record of materials, each classroom teacher signs an equipment form assuming responsibility for the equipment allocated to his class. The physical education teacher is responsible for issuing necessary materials to each classroom. The physical education teacher should make duplicate copies of the equipment check-out sheet for each classroom. The following supplies should be consigned to each grade teacher. All supplies should be marked by room number with black marking dye and delivered to each teacher.

Grade 1: 6 playground balls

Grade 2: 6 playground balls, 2 soccer balls

Grade 3: 2 playground balls, 2 soccer balls

Grade 4: 2 playground balls, 2 soccer balls

Grade 5: 2 playground balls, 2 soccer balls, 2 basketballs

Grade 6: 2 playground balls, 2 soccer balls, 2 basketballs, 2 footballs

Grade 7: 2 playground balls, 2 soccer balls, 2 basketballs, 2 footballs

In addition to the above, each classroom teacher (grades one through seven) should be issued the following items, properly marked with name of school and number of room to which it is issued:

1. Building Healthier Youth - A Basic Curriculum Guide in Health, Physical and Safety Education for the Elementary Schools.
2. Health Education for the Elementary Schools - A Guidebook for Teachers.

3. Basic Elementary School Curriculum and Squad Cards. One card should be issued to each first and second grade teacher. Four (4) cards should be issued to each third-through-seventh grade teacher.
4. One gymnasium bag with ten potato race blocks and ten relay sticks.
5. Four jump ropes - two short (8 feet); two long (12 feet).

Softball Supplies

Softball is included in the instructional program for the sixth and seventh grades only during the last four weeks of the school year (after May 10). Two softballs and two softball bats will be issued to these grade-level classes for use during this period. Softball supplies for this activity are not to be issued before the specified instructional period.

Rhythmical Records

Each school having ten or fewer teachers will be furnished with one complete set of records. Schools having from eleven to twenty teachers will be furnished with two or more complete sets of records; and, in a school where there are more than twenty-five teachers, three or more complete sets of records will be furnished. Records are to be stored in a central place accessible to all teachers. A workable system of checking out and returning records or albums of records must be set up by the physical education teacher.

Care of Equipment

If any of the supplies issued to a classroom are lost through negligence, or damaged due to mistreatment, they must be replaced by the classroom.

1. To avoid loss or breakage:
   A. Equipment should be checked following each class period.
   B. Students should be taught how to use each type or piece of equipment.
      1. Rubber balls - are easily punctured; therefore, they should never be kicked or hit with a bat. The area in which they are

used should be free of sharp pointed objects such as glass and fences.

2. Soccer balls - are most durable and may be kicked. These balls should be marked with a "K" designating that they may be kicked.
3. Basketballs - are easily mistaken for soccer balls. They are larger in size and should never be kicked.
4. Softball bats - should be kept clean, dry, and away from excessive heat.
5. Record players - should not be operated by pupils. When not in use, the pick-up arm should be fastened securely. When disconnecting record player, cord should be pulled by its plug. Record players should be stored in record player storage cabinet and safely secured when not in use. A record player with public address system is furnished to each school, for use by the health and physical education teacher. Record player should always be covered by the hinged top.
6. Records - should be stored in an upright position in album jackets. Ordinary precautions against dirt and scratching should be taken.

2. In case of breakage or damage, all punctured or broken supplies should be returned to the physical education teacher. These supplies will be repaired or replaced as soon as possible.

Procedures for Issuing Supplies and Equipment

The physical education teachers should:

1. Designate two or three sixth-or seventh-grade boys to assist with pumping up and marking balls.

2. Have boys deliver necessary supplies to classrooms, taking two completed check-out slips of supplies issued. Have one slip signed and returned for filing. Leave duplicate copy with teacher.
3. Have all supplies delivered to the classroom as soon as possible in order that classroom teacher may begin the program immediately.
4. Teaching time is not to be used to issue, distribute, inventory or repair supplies and equipment. Sufficient time is allotted within the day to effectively handle these procedures.

Physical Education Teaching Materials Check Out Slip

_____ School _____ Date

This is to certify that room ____ has received the materials listed below from the Health, Physical Education and Safety Department for the 19__ - 19__ school year. We will take care of these materials and handle them according to their uses. If materials are lost or damaged due to mistreatment, we will replace items at current prices. Worn out or broken materials should be returned to the physical education teacher for repairs or replacement.

No.		Approx. Cost	No.		Approx. Cost
_____	Playground Balls (8½")	1.50	_____	Guidebooks, Phys. Ed.	4.20
_____	Kickballs	4.25	_____	Guidebooks, Health	Free
_____	Basketballs	4.25	_____	Potato Race Blocks	
_____	Softball Bats	1.25	_____	Jump Ropes	.40
_____	Softballs	1.10	_____	Shuttle Relay Sticks	
_____	Footballs	3.75	_____	Bag for Blocks and Relay Sticks	.50

*Annual mimeographed forms will carry current prices.

Procedure for Inventorying Supplies and Equipment - Annually

1. Obtain Inventory and Requisition Form - Elementary Schools from physical education office.
2. Complete Heading of Inventory and Requisition Form - Elementary Schools

School	Date	Storage Place	Physical Ed. Teacher

3. Utilizing time before school (8:15 - 8:45) or after school (2:30 - 3:00) take an accurate inventory of usable supplies and equipment and show in inventory column.
   A. Designate several upper grade boys to:
      1. Go to each class room and pick up all physical education materials for inventorying and re-marking.
      2. Have boys bring materials to point of inventory, note condition of each item, and count as inventory if item is usable for another year.
      3. After completing needed repair or replacement, re-mark room number on each piece of equipment, and return to classrooms.
   B. After completion of classroom inventory, inventory supplies and equipment in storeroom under your direction - balls, nets, mats, records, record players, equipment and storage boxes, cabinets, etc.
   C. Check previous inventory forms, if available, to help determine accuracy of current report - especially for items that may have been overlooked.

Procedure for Completing Annual Requisition Forms - Vendors and Warehouse

1. Obtain work copy of both vendor and warehouse forms from principal.
2. Obtain amount allotted from principal, less funds spent to date.
3. After obtaining an accurate inventory and determining money allotted, using the number of classes in each grade level, determine minimum

equipment needed to conduct program.

4. Aim toward having sufficient balls and ropes to have one ball and one 8' rope for each child scheduled at any one teaching period. Order materials needed if funds allow.

   Example: If two (2) classes are scheduled at one time, a total of at least 60 - 70 extra balls (combination of soccer, playground, basketball) should be available for use by physical education teacher when teaching these classes. In addition, at least six (6) to twelve (12) of each type of ball should be available to replace lost, stolen or worn-out balls.

   Note: Order playground ball and rope in preference to soccer ball or basketball.

5. After completing above, call the Physical Education office and make an appointment to have the school order checked by the Supervisor or Assistant Supervisor before returning to the principal. Bring completed Inventory and Requisition Form - Elementary Schools to appointment, for physical education office. Bring in all supplies and equipment that need repair as well as that which is beyond further mending.

6. Make sure that both the vendor and the warehouse order forms are complete, with each item extended and totaled accurately, before returning them to the principal.

Procedures for Repairs

Materials needing repairs should be repaired in the school or taken to a place as shown below, for repairs. Please accept responsibility for seeing that all supplies and equipment within your assigned school are in good repair prior to the close of the school year, and immediately upon the reopening of school.

1. Balls, Equipment Boxes and Cabinets, Line Markers, Table Pump repairs: Physical Education storeroom, James Madison Elementary School, 1901 W. 37th Street.

2. Record Players and Mikes: Properly tag, noting repairs needed, and leave in main office for pick up and repair by electronic maintenance department.

3. Playground Apparatus: Requisition to or telephone Physical Education office immediately. Norfolk Recreation Department repairs upon request from the Physical Education Department.

GUIDELINES FOR EFFECTIVE ORGANIZATION

Through practical on-the-job-research during the past several years, teachers have found the following general and specific guidelines of organization helpful in attaining an effective teaching program in physical education.

General Guidelines

Physical Education teachers must assume responsibility for promoting the total health, safety and physical education program in the school(s) assigned. The following items have been found helpful:

1. Proper explanation of program to principal, teachers, parents and pupils.
2. Explanation of guides, curriculum, squad cards, handbooks, printed and mimeographed materials pertaining to program.
3. Effective use of bulletin boards in program upgrading and in promotion.
4. Emphasis on fact that basic activities are not restrictive. Curriculum card shows one introductory instructional period for physical education teacher and weekly programs for the classroom teachers.
5. Before Class:
   A. Plan activities and organization to be taught for each grade.
   B. Make sure courts, lines, etc., are marked for each grade level. Have specified place for activities for each grade level. Use student help.
   C. Sufficient balls and other teaching materials ready for use. Do not send children back for balls or to library for records.
6. During Class:
   A. Emphasize <u>more activity and less standing</u>.
      1. Break squads down for relays (8 groups of 4 - not 4 groups of 8).

2. Use small groups with more balls, baskets, fields, etc.

3. Concentrate on practicing skills many more times per child per class.

B. Concentrate on teaching organization techniques to students and teachers (i.e., moving from lines to circles, moving quickly from line to game formation, etc.)

C. Teach proper organization - keep class together (in general area) for proper supervision.

D. Effectively involve classroom teacher in program.

The primary purpose of the physical education teacher is to teach. Pupils may do extensive skills practice and participate in games under the direction of the classroom teacher. The classroom teacher and the physical education teacher should:

1. Be organized.
2. Teach skills in progression - from easier to more difficult.
3. Teach skills carefully and present them clearly. Do not emphasize skills to such a degree that interest wanes or is lost.
4. Be well informed on the playing rules and make sure they are carried out properly.
5. Choose activities in relation to available space and equipment.
6. Jointly develop plans for activity - indoor and outdoor - because of unpredictability of weather.
7. Conduct activities outdoors whenever weather permits. Encourage pupils to participate without coats when weather permits.
8. Select and adapt activities for the exceptional child.
9. Give specific help and encouragement to all children, especially the timid and poorly coordinated child. A lack of skill results in a lack of interest.
10. Watch closely for waning interest. Change to a new activity before interest lessens.

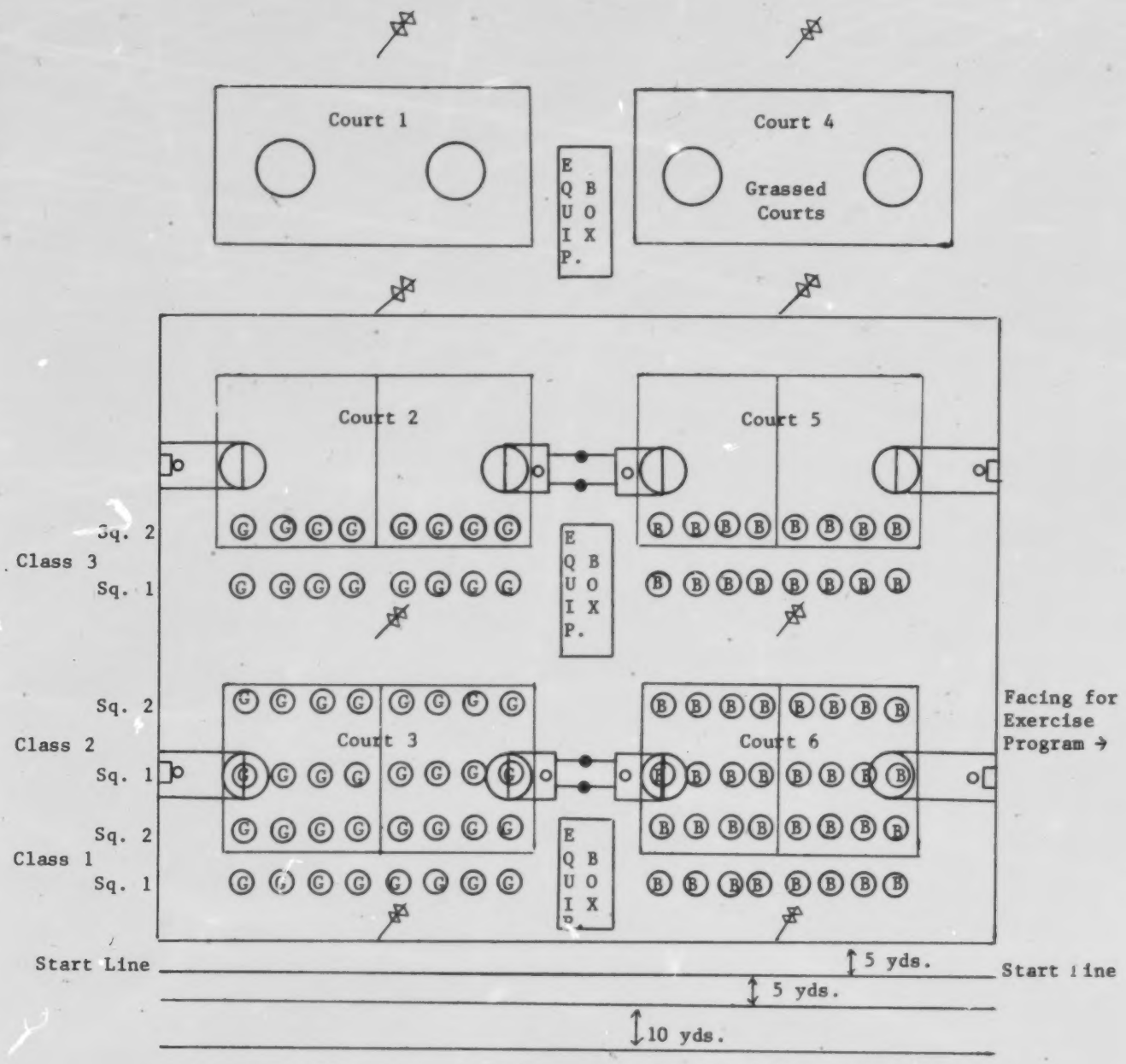
Specific Guidelines for Organizing and Introducing Games, Skills and Related Activities

1. Attention is more easily obtained when pupils are seated and all equipment has been put out of their reach. Speak clearly and effectively (speak as though you expect to be listened to and you usually will be). Stand in a position where all can see and hear. Obtain the attention of every member of the group before beginning an explanation of any activity.
2. Announcing the name of a game or skill first, particularly to primary children, can be a time waster. Hearing the name of a game first seems to stimulate the children to such a degree that time and effort must be spent in regaining their attention. After directions are clear, the name should be given.
3. Much time can be saved by having a DEMONSTRATION - EXPLANATION of a skill and the rules pertaining to an activity. Teachers wishing to save time and conserve their energy should place the pupils in position and proceed with a DEMONSTRATION of the activity.
4. The class should be divided by squads and sex as shown in diagram of multiple use area.
5. Equipment boxes with adequate amount of equipment should be so spaced that equipment is readily available to everyone.
6. Since skills are learned through repetition and practice, every class should be organized to allow each child the greatest amount of practice in the allotted class time.
7. Multiple-Use Area - Elementary Schools. The following diagram outlines the layout for the multiple use concrete area of a school with three (3) classes of a particular grade level scheduled at one time period. The diagram shows class, squad and spacing of pupils for developmental exercises such as rope skipping, skills practice (particularly in ball bouncing skills), relays and position-for-skills practice; and court assignment in volleyball, basketball and lead-up games to other activities. Proper placement of equipment boxes is shown.

DIAGRAM OF MULTIPLE-USE AREA SHOWING PLACEMENT OF PUPILS

FOR INDIVIDUAL AND COUPLE DRILLS, CIRCLE AND LINE ACTIVITIES, AND PLAYING

COURT ASSIGNMENTS BY SQUAD FOR VOLLEYBALL AND BASKETBALL ACTIVITIES



Equipment Box Placement: 1 equipment box with 30+ balls should be placed in center of multiple-use area for each class assigned. The above diagram shows line-up and placement for three classes. The first two lines of boys and girls comprise one classroom teacher's class with squad 1 and 2, boys, and squad 1 and 2, girls.

8. Use all available playground balls, jump ropes, etc., in order to have the equivalent of one ball or rope for each pupil. Equipment assigned to classroom should be used when insufficient numbers are available.

9. Use existing squad organization and leadership for instruction and game purposes - odd numbered squads (Squad 1) and even numbered squads (Squad 2). Keep boys and girls separated. See example:

Squad 2	G G G G G G G G	B B B B B B B B Squad 2
Squad 1	G G G G G G G G	B B B B B B B B Squad 1

10. Demonstrate method of moving from line to circle formation and vice-versa. Take time to practice movement until all pupils understand how and where to go. Use the shortest possible method of changing from one formation to another. If the first game is a circle game and the second game calls for two teams, the teacher should indicate a place of dividing the circle, rather than take the time to count off numbers.

11. Assign relay drill and other formations that will be used, and practice comprehension of movement to and from these formations.

12. Often the 5-, 6- and 7-year-olds do not respond positively to the command to form a circle. They will push and pull, break the circle by moving to another place, fall on the floor, and in general waste time if allowed to continue this behavior. The following practices have been used successfully in getting youngsters into a circle formation:

    A. "One for the money - Two for the show - All get ready - And let's go (pause) - MAKE A CIRCLE!" If the circle needs to be larger, have the children take: "Two giant steps away from the center" - "Four bunny hops", etc.'

    B. "On your mark! Don't be slow! Let's Go!, or, you will be the last one in the circle." Praise those children who were in the proper circle

position first.

C. The teacher can do a "Follow the Leader Game" to lead the group into a circle.

D. The teacher closes her eyes, counts slowly to ten, and the children strive to tip toe to the circle before the final count of ten.

Evaluation - End of Class Period

At the end of each class period the class should be reassembled, an evaluation of the class made (by teacher and pupils), and an assignment of activities for the week made to pupils and teachers.

1. Ask and answer questions of pupil and teacher about activity, organization of the day and assigned activities.
2. Suggest areas of consideration for follow-up by classroom teacher and pupils.
3. Make notations on the activities taught and offer suggestions for additional help needed on squad card and curriculum. Do this for each class taught.

To evaluate properly, goals should be well defined, and the teacher should guide children in evaluating the progress made toward these goals. Further, the evaluation period affords an opportunity to emphasize character and sportsmanship values.

Safety Instruction

The teacher should be aware at all times that the safety of children participating in physical activities is paramount.

1. The time to begin safety instruction is before the children are allowed on the playground. The first day of school a survey, by both teacher and pupils, should be made concerning all hazards which might be faced.

On the first day the pupils should be encouraged to establish safety rules to abide by while on the playground.

2. A meaningful approach to establishing realistic rules is to take the group to the play area where they can see practical demonstrations of the proper way to use each piece of equipment. However, instruction in safety should be continuous if we expect individuals to face and overcome new hazards.
3. Inspect the playground equipment and playing areas daily for hazards.
4. Rocks, glass, and splintered playground equipment should be removed from the play area immediately.
5. Caution youngsters to keep their shoelaces tied. The untied shoelace can be a hazard to the wearer and to others.
6. As a general rule, it is safer to play in shoes than in socks; there is danger of stepping on glass on the playground and of sliding on a gymnasium floor that has not been recently mopped.
7. There should be a detailed recording and review of accidents, promptly followed by correction or elimination of causes.
8. When organized for running activities, be sure that class will not have to run against or close to any solid objects; i.e., walls, fences, poles, etc.

INTERPRETING THE PHYSICAL EDUCATION PROGRAM

The physical education program, by the very nature of its activities, is one phase of the total program in which the pupil, the teacher and the community are vitally interested. The manner in which information about the program is presented will largely determine its success. Below are a few of the methods and means which may be used by you to better interpret the program within the school.

Pupils

1. Make sure that pupils understand the reasons for the inclusion of certain activities in the curriculum, the reasons why activities are scheduled on a seasonal basis and the importance of using allotted time for instruction, i.e., for learning skills.
2. Emphasize the importance of warm-up exercises and the benefits derived from each. Explain the function and value of each exercise: which group of muscles is being developed, etc.
3. Emphasize importance of class organization and the benefit derived from proper organization.
4. Explain the proper use of squad cards, the care of equipment, etc.
5. Emphasize the opportunities for leadership in physical education.
6. Emphasize emphatically the importance of developing and maintaining a healthy and physically fit body.

Faculty Meeting

1. Explain Guidebook and squad card and their proper use. It is imperative that the physical education teacher understand the Guidebook and squad card well enough to answer questions quickly and factually.
2. Keep the faculty informed on city-wide and special events and report necessary results of physical education staff meetings.

Bulletin Boards

The physical education teacher should obtain the use of a centrally located bulletin board and through this medium present phases of the program, special programs, city-wide events, etc., to faculty, pupils and patrons of schools. This should be done as soon as possible after the opening of school and continued through the year.

Assembly Programs

School assembly programs afford excellent opportunities to familiarize the student body and faculty with the aims and accomplishments of the physical education program. Since there is a continual need and demand for new and worthwhile assembly programs, the resourceful physical education teacher usually finds the school administrator receptive to the physical education type of program.

Parent-Teacher Meetings

Physical education teachers should make arrangements to have at least one program during the year on the parent-teacher calendar. Parent-teacher meetings provide one of the most important media for interpreting the aims of the physical education program. The parent-teacher president should be interviewed early in the season and persuaded to give physical education one program during the year.

SUGGESTIONS FOR USING AUDIO-VISUAL AIDS

The most effective method of using films usually includes the following steps:

1. Select a film in relation to subject area, interest, and abilities of the class. Consult the annotated city and state catalogue. Preview the film to learn content.
2. Determine with class the purposes for seeing film. Listing these is helpful. Describe briefly the contents and characters and give such explanation as is needed.
3. Project film in classroom. Have class discussion immediately after projection of film. Discuss which questions have been answered and which need further study. Stimulate creative activities and research study as suggested by the film and the discussion.
4. Project film again, if needed, to clear any misunderstanding.
5. Proceed with activities which are an outgrowth of the film.

SECTION THREE

BASIC PHYSICAL EDUCATION

CURRICULUM

The principal aim of gymnastics is the education of all youth and not simply that minority of people highly favored by Nature.

Aristotle (350 B.C.)

SECTION THREE

BASIC PHYSICAL EDUCATION CURRICULUM

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BASIC PHYSICAL EDUCATION CURRICULUM

PURPOSE OF THE PROGRAM

The purpose of the basic physical education curriculum is to serve as a means of realizing the objectives of physical education.

BASIC CONTENT

There are many activities which may be used in a physical education program, but the activities listed on the following pages are considered basic to any successful program. They have been carefully evaluated and selected according to criteria laid down by authorities in the field.

Teachers should feel free to explore activities not included in the Basic Physical Education Curriculum when they feel the skills involved in the basic program have been sufficiently covered.

CHARACTERISTICS OF CHILDREN*

Grade-Kindergarten-One-Two

CHARACTERISTICS OF CHILDREN	IMPLICATIONS FOR TEACHERS
PHYSICAL	
Large muscles are developing Shows slow, steady growth Lacks development of small muscles	Use many kinds of vigorous activities that involve use of all parts of the body Use large materials and equipment, such as large paint brushes, pencils, crayons, paper, blocks
Hand, eye coordination is incomplete, but likes to work with hands Shows tendency to far sightedness	Engage in many activities to develop small muscles, such as modeling clay, cutting and pasting Discover defects of sight and hearing
Begins to lose baby teeth	
Has low immunity to communicable disease	Possible evidences of defects: Holding book too close Squinting and frowning Failure to follow directions Poor attention
Is very active and restless. Noisy and boisterous. Easily fatigued Girls mature more rapidly than boys	Provide experiences to meet the needs of different maturity levels of boys and girls

* See following page for reference

Continued

CHARACTERISTICS OF CHILDREN	IMPLICATIONS FOR TEACHERS
MENTAL	
Has short interest span Is curious, imaginative and creative	Provide varied experiences which involve listening, speaking, acting, manipulating and experimenting Encourage creativity, but do not expect perfection
Learns through participation and manipulation	Provide many opportunities in daily living to make choices and decisions, and to solve simple problems
Sees some differences and similarities Has difficulty in making decisions May begin to identify and to interpret written symbols	Provide experiences which will develop basic concepts and meanings in learning the function and use of the tool subjects
Girls tend to be more linguistic than boys	Recognize differences in language development between boys and girls
SOCIAL	
Tends to play in small groups Does not cooperate well in organized games	Provide experiences which will help the child discover how people help each other -- in home and school Develop desirable social attitudes - respect for authority and property rights
Is largely individualistic	Provide opportunities to share, plan and work with others
Seeks approval	Provide experiences to help develop good leaders and followers
Likes responsibility	Provide opportunities for recognition and approval
Boys will play contentedly with a group of girls	
EMOTIONAL	
Wants and needs love and security Has definite likes and dislikes Is sensitive to feelings of peers and adults Depends on wise guidance for stability Wants to be independent Is easily discouraged Likes praise Needs to be successful	Provide a friendly, accepting atmosphere Protect child from failure which he can do nothing about Help the child to understand that certain limits are necessary in his behavior and actions

* Health Education for the Elementary Schools, "A Guidebook for Teachers" Norfolk City Schools, Norfolk, Virginia, 1967, p. 6.

KINDERGARTEN, FIRST AND SECOND GRADE INSTRUCTIONAL ACTIVITIES
WITH
SUGGESTED TIME ALLOTMENT OF DAILY 30 MINUTE PROGRAM

I - APPARATUS AND PHYSICAL FITNESS ACTIVITIES: 10 minutes

1.	Apparatus: 5 minut Climbing and Hanging	pp. 115-119
2.	Rope Rhythmics, Games and Relays: 5 minutes	pp. 194-207
	Long Rope Games	p. 199
	Long Rope Rhythmics	p. 200
	Short Ropes	p. 203
3.	Individual Movements and Ball Rhythmics: 5 minutes	pp. 142-148
	Push the Business On	p. 142
	Mexican Social Dance	p. 143
	Jolly Is the Miller	p. 143
	Clap and Tap	p. 143
	Sevens and Threes	p. 143
	How D'ya Do, My Partner?	p. 144
	Skip Around Your Partner	p. 144
	Saturday Afternoon	p. 145
	Walking With My Partner	p. 145
	Girls and Boys Dancing	p. 146
	Pease Porridge Hot	p. 146
	Pop Goes the Weasel	p. 147
	Coming Through the Rye	p. 148
4.	Stunts and Tumbling	pp. 272-278
	Modified Pull-ups	p. 94

2 of 3 groups of activities daily, rotating activities

II - RELAYS - DAILY: 10 minutes
(Races should not exceed 25 yards)

No Supplies Needed		Using Balls or Supplies	
All Fours (Boys only)	p. 84	All-Up	p. 84
Automobile	p. 85	Arch Ball	p. 85
Heel and Toe	p. 92	Carry and Fetch	p. 87
Relay Race	p. 97	Goat Butting (Boys only)	p. 92
		Kangaroo	p. 99
		Overhead Pass	p. 96

III - CIRCLE GAMES: 10 minutes)
(Alternate with Line Activities)

No Supplies Needed

Back to Back p. 85
Bull in Ring (Boys only) p. 86
Busy Bee p. 87
Circle Activities p. 88
Circle Chase p. 89
Fire on the Mountain p. 99
Magic Carpet p. 94
Squirrel in Trees p. 98

Using Balls or Supplies

Five Trips p. 91
Musical Arches p. 95

IV - LINE ACTIVITIES: 10 minutes
(Alternate with Circle Activities)

No Supplies Needed

Brownies and Fairies p. 86
Cowboys and Indians p. 90
Eagle and Sparrows p. 91
Flowers and the Wind p. 91
Follow the Leader p. 92
Fire Engine p. 99
Hop Scotch p. 93
Hop, Skip and Jump Tag p. 93
Midnight p. 94
Old Mother Witch p. 95
Red Light p. 96
Red Rover p. 97
Stop and Start p. 98

Using Balls or Supplies

Ball Handling Skills pp. 122-125
To music
Toss and Catch
Ball Bouncing Skills
Dribbling with Movement

V - CLASSROOM ACTIVITIES

Games

Cat and Mice p. 87
Changing Seats p. 88
Circle Activities p. 88
Classroom Tag p. 89
Follow the Leader p. 92
Magic Carpet p. 94
Musical Arches p. 95
Ring Master p. 97
Simon Says p. 98

Relays

All-Up p. 84
Arch Ball p. 85
Automobile p. 85
Carry and Fetch p. 87
Heel and Toe p. 92
Kangaroo p. 99
Overhead Pass p. 96
Relay Race p. 97

VI - BICYCLE SAFETY INSTRUCTION

See pages 261-271

CHARACTERISTICS OF CHILDREN*
GRADE III

CHARACTERISTICS OF CHILDREN	
PHYSICAL	
Shows mounting growth in physical energy; likes rough play; has rapid leg growth	Give opportunities to engage in appropriate activities including games involving vigorous exercise
Often works or plays to point of exhaustion	Emphasize safety - pedestrian, bicycle, playground
Tends to be careless and as a result has many accidents	Provide opportunities to read silently with no pointing and lips closed, to improve speed in writing and to sing in tune with more delicate tones
Coordinates hand, eye, and vocal cords better, developing use of small muscles	Plan longer work periods with shorter periods of rest
Has general good health; has had and is building immunity to communicable diseases	
Tires less frequently	Encourage getting 10 hours sleep
MENTAL	
Becomes more realistic in his thinking	Provide wide experiences through trips, films, experiments, exhibits and reading
Can concentrate for longer periods of time	Provide challenge in all areas of instructional program
Likes to express ideas	
Has more interest in world	
Distinguishes between truth and fiction	Listen sympathetically; answer questions
Likes to talk with adults	
Evaluates self more skillfully	Give opportunities to evaluate
SOCIAL	
Begins to identify with group and accept group responsibility	Provide many opportunities to work and play in groups
Becomes member of "gang"	
Often has one bosom friend of same sex	Give responsibilities
Keeps friends longer	
Has a sense of fair play; begins to like competition	Provide guidance in accepting responsibilities as a member of the group and family
Shows best behavior away from home	
EMOTIONAL	
Cries easily	Give opportunities to disagree with others in the right manner
Likes to argue and is often rude and critical	Help develop an appreciation for others
Admires older child	Help develop confidence in making contributions to the class
Looks upon teacher as friend	

*Health Education for the Elementary Schools, "A Guidebook for Teachers" Norfolk City Schools, Norfolk, Virginia, 1967, p. 102.

THIRD GRADE INSTRUCTIONAL AND INTRAMURAL ACTIVITIES
WITH
SUGGESTED TIME ALLOTMENT FOR DAILY 30 MINUTE PROGRAM

I - APPARATUS AND PHYSICAL FITNESS ACTIVITIES: 5 - 10 minutes

1. Apparatus and Physical Fitness: 5 minutes	pp. 115-119
Climbing and Hanging	
Pull-Ups (Boys)	p. 239
Standing Broad Jump (Boys)	p. 240
Hop, Step, Jump (Girls)	p. 239
2. Rope Rhythmics, Games and Relays: 5 minutes	pp. 194-207
Long Rope Games	p. 199
Long Rope Rhythmics	p. 200
Short Ropes	p. 203
3. Individual Movements and Ball Rhythmics 5 minutes	pp. 149-154
Yankee Doodle	p. 149
Pop Goes the Weasel	p. 150
Come, Let Us Be Joyful	p. 151
Alabama Gal	p. 152
4. Stunts and Tumbling	pp. 272-278
Forward Roll	p. 275
Backward Roll	p. 275
Cartwheels	p. 275

2 of 3 groups of activities daily, rotating activities

II - RELAYS - DAILY: 5 - 10 minutes

No Supplies Needed		Using Balls or Supplies	
All Fours (Boys)	p. 84	All-Up	p. 84
Leap Frog	p. 105	Arch Ball	p. 85
Relay Race	p. 97	Carry and Fetch	p. 87
Running the Bases	p. 140	Figure "8"	p. 104
		Kangaroo	p. 99
		Agility Run (Potato Race)	p. 239
		Shuttle Relay	p. 240
		Beat the Ball	p. 140

III - TEAM OR GROUP ACTIVITIES: 10 - 20 minutes

Circle Games

Circle Kickball	p. 104
Circle Activities	p. 88
Circle Race	p. 103
Clasp Tag	p. 103
Five Trips	p. 91
Forest Lookout	p. 105

Line Activities

All Run	p. 101
Follow the Leader	p. 92
Red Light	p. 96
Three-pin Bowling	p. 106
Hop Scotch	p. 93
Rag Hockey	p. 106
Alaska Baseball	p. 101

Diamond Games

Bat Ball	p. 102
Kick Ball	p. 136

Court and Field Games

Boundary Ball	p. 103
Drive Ball	p. 214
Keep Away	p. 105
Track and Field	pp. 238-241
Soccer	pp. 208-215
Soccer Skills	p. 209

SUGGESTION: At least two of the above three groups of activities (Apparatus, Relays, Team Activities) should be included in each thirty minute Physical Education period.

IV - CLASSROOM ACTIVITIES

Games

Circle Activities	p. 88
Changing Seats	p. 88
Classroom Tag	p. 89
Follow the Leader	p. 92
Musical Arches	p. 95
Rag Hockey	p. 106
Three-pin Bowling	p. 106

Relays

All-up	p. 84
Arch Ball	p. 85
Blackboard	p. 102
Around the Row	p. 102
Figure "8"	p. 104
Overhead Pass	p. 96
Relay Race	p. 97

V - BICYCLE SAFETY INSTRUCTION

See pp. 261 - 271.

CHARACTERISTICS OF CHILDREN*
Grade IV

CHARACTERISTICS OF CHILDREN	IMPLICATIONS FOR TEACHERS
PHYSICAL	
Shows steady growth in height and weight	Provide a balance in periods of rest and activity
Is restless while sitting because of muscle growth Is constantly active Enjoys work and play	Provide desks and chairs of suitable height, quiet work, and periods of rest
Increases in coordination, attention span, accuracy and manual dexterity	Provide activities developing speed, strength, skill, and cooperation
MENTAL	
Shows increased interest in immediate environment	Provide wide scope of activities
Desires to experiment, explore, and engage in purposeful activities	Provide opportunities for observation through experiments and trips
Shows increased ability to use reference materials	
Increases in attention span, voluntary reading, willingness to listen and follow directions	Provide opportunities for creative expression
Likes to form clubs	
Becomes an avid collector; interests deepen	Provide opportunities for planning and organizing activities
SOCIAL	
Is fairminded and responsible	Provide experiences to build a wholesome attitude toward other people
Desires to be accepted and recognized Prefers friends of same sex	Permit pupils to plan, participate in, and direct appropriate activities commensurate with their ability to assume responsibility for their actions
Has greater capacity for self-direction	Provide social information and knowledge of culture in which pupil is living
Evaluates contribution of others	
EMOTIONAL	
Shows quick changes in moods	Give every child opportunity to assume responsibility and leadership
Wants to be useful and needed Is more cooperative and dependable	
Gets upset if he thinks he is treated unfairly	Provide for individual differences in ability, interests and needs

*Health Education for the Elementary Schools, "A Guidebook for Teachers" Norfolk City Schools, Norfolk, Virginia, 1967, p. 158.

FOURTH GRADE INSTRUCTIONAL AND INTRAMURAL ACTIVITIES
WITH
SUGGESTED TIME ALLOTMENT FOR DAILY 30 MINUTE PROGRAM

I - APPARATUS AND PHYSICAL FITNESS ACTIVITIES: 5 - 10 minutes

1.	Apparatus and Physical Fitness: 5 minutes	pp. 115-119
	Push-ups	p. 100
	Pull-ups (Boys)	p. 239
	Hop, Step, Jump (Girls)	p. 239
	Standing Broad Jump (Boys)	p. 240
	Dash	p. 240
	Shuttle Relay	p. 240
	Agility Run (Potato Race)	p. 239
2.	Rope Rhythmics, Games and Relays: 5 minutes	pp. 194-207
	Long Rope Games	p. 199
	Long Rope Rhythmics	p. 200
	Short Ropes	p. 203
3.	Individual Movements and Ball Rhythmics: 5 minutes	pp. 155-165
	Camptown Races	p. 155
	Green Sleeves	p. 156
	Captain Jinks	p. 157
	Sent My Brown Jug	p. 160
	Sandy Land	p. 162
	Irish Washerwoman (Virginia Reel)	p. 163
	Turn the Glasses Over	p. 165
4.	Stunts and Tumbling	pp. 272-278
	Forward Roll	p. 275
	Backward Roll	p. 275
	Cartwheels	p. 275

2 of 3 groups of activities daily, rotating activities

II - RELAYS - DAILY: 5 - 10 minutes

No Supplies Needed		Using Balls or Supplies	
All Fours (Boys Only)	p. 84	All-Up	p. 84
All Run	p. 101	Arch Ball	p. 85
Relay Race	p. 97	Circle Pass	p. 108
Leap Frog	p. 105	Kangaroo	p. 99
Running the Bases	p. 140	Overhead Pass	p. 96
		Soccer Skills	p. 209
		Throw and Catch	p. 111
		Agility Run (Potato Race)	p. 239

III - TEAM OR GROUP ACTIVITIES: 10 - 20 minutes

Circle Games

Circle Activities	p. 88
Circle Chase	p. 89
Circle Race	p. 103
Circle Kickball	p. 104

Line Activities

Hook On	p. 113
Rag Hockey	p. 106
Three-pin Bowling	p. 106
Bowling	p. 111

Net Games

Showerball	p. 259
Serveball	p. 259
Newcomb	p. 258
Cage Volleyball	p. 259

Diamond Games

Fist Ball	p. 223
Kick Ball	p. 136

Court and Field Games

Bombardment	p. 107
Four Square	p. 109
Hand Polo	p. 110
Hop Scotch	p. 93
Soccer	pp. 208-215
. Soccer Skills	p. 209
. Drive Ball	p. 214
Track and Field	pp. 238-241

SUGGESTION: At least two of the above three groups of activities (Apparatus and Physical Fitness, Relays, Team Activities) should be included in each thirty-minute Physical Education period.

IV - CLASSROOM ACTIVITIES

Games

Changing Seats	p. 88
Circle Activities	p. 88
Coffee, Tea, or Milk	p. 108
Rag Hockey	p. 106
Three-pin Bowling	p. 106

Relays

Arch Ball	p. 85
Around the Row	p. 102
Blackboard	p. 102
Carry and Fetch	p. 87
Overhead Pass	p. 96

V - BICYCLE SAFETY INSTRUCTION

See pages 261 - 271.

VI - ANNUAL CITY-WIDE PROGRAMS

Physical Education Demonstration
Leisure Time Fitness Day
Bowling Tournament
Tumbling Demonstration

For complete information on Annual City-Wide Programs, see Section IV, Culminating and Intramural Activities.

CHARACTERISTICS OF CHILDREN

Grade V

CHARACTERISTICS OF CHILDREN	IMPLICATIONS FOR TEACHERS
PHYSICAL	
Likes to engage in rough play and feats of manual strength	Vary program of activities, using some that are very active to strengthen muscles
Lacks judgment in preventing over-fatigue	Protect against over-fatigue
Has difficulty sitting still for long period of time	Plan with groups for balance of work and play
	Give recognition to students who persevere in gaining desired muscular control, as in push-ups and pull-ups for boys
Increases control and coordination of muscles	
MENTAL	
Increases the use of reflective thinking; attention span has increased	Provide many opportunities to work in groups and also independently
Is learning to use language to communicate with others and to influence them	Activities of clubs and committees will provide opportunity for discussion, creative writing, art expression, choral speaking, band and athletics
Reading interests reach a high peak with most pupils	Provide longer work periods; provide books on many interests and of different levels of difficulty
Interest in books includes books on travel, sports, animals, mechanics, science and stories of teenage activities	
Individuals like to excel in some particular activity	Provide opportunities for exchange of interests, as a story club
SOCIAL	
Is seeking to free self from primary identification with adults and adult authority	Organize groups for work and play
	Give opportunities for each child to be both leader and follower
Is learning to give and receive affection; forming friendship with peers is most important	Encourage and guide the formation of school clubs
Awareness of sex is acute, but experience in social mixing with the opposite sex is difficult for some children	Use movies, television, radio and social functions to vitalize school learnings
EMOTIONAL	
Has increased sense of responsibility and is curious about life	Give many opportunities to assume responsibilities
Resents too much adult interference, but still needs the support of trusted adults	Provide an atmosphere in which children will feel free to discuss personal problems with the teacher
Has highly developed sense of fairness which causes criticism of adults	Allow pupils to organize groups for work or play
Craves friendship with peers	Provide opportunities for even the slow child to do "out-of-room" errands
Likes to impress others	
Likes comedy and variety; has a crude sense of humor	Role playing, group discussion of social customs, dramatics in the informal classroom environment, all help to ease the emotional climate
Girls are usually more socially mature than boys	

*Health Education for the Elementary Schools, "A Guidebook for Teachers" Norfolk City Schools, Norfolk, Virginia, 1967, p. 220.

FIFTH GRADE INSTRUCTIONAL AND INTRAMURAL ACTIVITIES
WITH
SUGGESTED TIME ALLOTMENT FOR DAILY 30 MINUTE PROGRAM

I - PHYSICAL FITNESS ACTIVITIES: 5 - 10 minutes

1.	Track and Field Activities: 5 minutes	pp. 238 - 241
	Pull-Up (Boys)	p. 239
	Standing Broad Jump (Boys)	p. 240
	Hop, Step, Jump (Girls)	p. 239
	Shuttle Relay	p. 240
	Dash (40 - 50 yards)	p. 240
	Agility Run (Potato Race)	p. 239
2.	Rope Rhythmics, Games and Relays: 5 minutes	pp. 194 - 207
	Long Rope Games	p. 199
	Long Rope Rhythmics	p. 200
	Short Ropes	p. 203
3.	Exercises - With or without music: 5 minutes	p. 114
4.	Individual Movements and Ball Rhythmics; 5 minutes	pp. 166 - 178
	Red River Valley	p. 166
	Sicilian Circle	p. 168
	Trallen (Danish)	p. 170
	Ace of Diamonds	p. 172
	Hopak	p. 173
	Little Brown Jug	p. 174
	Dixieland	p. 175
	Turkey in the Straw	p. 176
	Hickory Dickory Dock	p. 177
5.	Stunts and Tumbling	pp. 272 - 278
	Forward Roll	p. 275
	Backward Roll	p. 275
	Cartwheels	p. 276

2 of 3 groups of activities daily, rotating activities.

II - RELAYS - DAILY: 5 - 10 minutes

No Supplies Needed		Using Balls or Supplies	
All Fours (Boys)	p. 84	All Up	p. 84
All Run	p. 101	Arch Goal Ball	p. 127
A Dozen Ways of Getting There	p. 112	Pass and Shoot	p. 127
Leap Frog	p. 113	Dribble and Shoot	p. 126
Running the Base	p. 140	Figure "8" Dribble and Pass	p. 127
Relay Race	p. 97	Circle Pass	p. 108
		Beat the Ball	p. 140
		Soccer Skills	p. 209
		Throw and Catch	p. 111
		Dribble and Pass Relay	p. 135
		Basketball Skills - Fitness Run	p. 135

III - TEAM OR GROUP ACTIVITIES: 10 - 20 minutes

Circle Games

Circle Activities	p. 88
Circle Chase	p. 89
Circle Kickball	p. 104
Circle Race	p. 103
Circle Touchball	p. 125

Line Activities

Bowling	p. 111
Capture the Bacon	p. 112
Hook On	p. 113
Rag Hockey	p. 106
Shuttle Passing Drill	p. 126
Shuttle Dribble Practice	p. 126

Net Games

Serve Ball	p. 259
Shower Ball	p. 259
Cage Volleyball	p. 259

Diamond Games

Kick Ball	pp. 136-141
Fist Ball	p. 223

Court and Field Games

K.B.B.	p. 141
Bombardment	p. 107
Four Square	p. 109
Hand Polo	p. 110
Hop Scotch	p. 93
Basketball	pp. 120-135
. Basketball "21"	p. 128
. Corner Goal Ball	p. 131
. End Ball	p. 132
. One Goal Basketball	p. 133
. Side Line Basketball	p. 134
Soccer	pp. 208-215
. Soccer Skills	p. 209
. Drive Ball	p. 214

SUGGESTION: At least two of the above three groups of activities (Track and Field, Relays, Team Activities) should be included in each thirty minute Physical Education period.

IV - CLASSROOM ACTIVITIES

Games

A Dozen Ways of Getting There	p. 112
Changing Seats	p. 88
Circle Activities	p. 88
Coffee, Tea and Milk	p. 108
Rag Hockey	p. 106
Bowling	p. 111

Relays

All Up	p. 84
Around the Row	p. 102
Blackboard	p. 102
Geography	p. 113
Overhead Pass	p. 96

V - BICYCLE SAFETY INSTRUCTION

See pages 261 - 271.

VI - ANNUAL CITY-WIDE PROGRAMS

Basketball Relays
Physical Education Demonstration
Leisure Time Fitness Day
Bowling Tournament
Tumbling Demonstration

For complete information on Annual City-wide Programs see Section IV, Culminating and Intramural Activities.

CHARACTERISTICS OF CHILDREN*
Grades VI-VII

CHARACTERISTICS OF CHILDREN	IMPLICATIONS FOR TEACHERS
PHYSICAL	
Rate of growth is very rapid - "pubescent spurt" may be apparent	Provide for daily physical activity and rest - guard against over-fatigue
Development is markedly irregular and individual.. Features and limbs develop unevenly	Include study of personal hygiene and diet
Girls are usually about two years ahead of boys. However, boys are beginning to excel girls in physical strength	Plan meals to show well-balanced diets.
Girls tire more easily than boys but have better coordination	Use visual aids to study parts of the body and their functions
Heart matures more slowly than other parts of the body	Plan activities for both cooperative play and individual satisfaction
Minor illnesses occur frequently - colds, upset stomach, nervousness. Children may be overanxious about their health	Provide for rhythmic games and activities
Ravenous, but unpredictable, appetites may be noted	Note: This is a period in which many adjustments must be made because of group characteristics. However, the teacher must be aware of individual needs and provide special help for the individual within the group
MENTAL	
Intellectual development is on a higher plane, as shown by increasing interest in more advanced problems and ideas	Use research techniques in learning
There is an increasing ability to develop and use generalizations	Provide wide variety of reading materials on many reading levels
Concepts develop rapidly	Provide for appraisal of individual and group progress
Misconceptions and erroneous ideas are increasingly evident and need correction	Provide extended periods of time to complete group projects
Problems are attacked with increasing skill	Encourage discussion and debate
Group planning and discussion are advanced	Provide for experimentation
Language ability is developed but slang is often used because of peer values.	Provide opportunities for each pupil to make choices, weigh evidence, and evaluate what he hears, sees and does
Children at this level have little insight into their intellectual ability, although skill is self-evaluation may be used more effectively than in former years	Give individual guidance directly and tactfully
Curiosity, talkativeness, argumentation, and inquisitiveness are apparent	
Children want to make their own decisions	

*See reference next page

Continued

CHARACTERISTICS OF CHILDREN	
SOCIAL	
Competition is keen	Provide vigorous team play.
There is respect for good sportsmanship and fair play	
More highly organized team games are desired	Provide clubs for recognition, responsibility and service.
Prestige in peer group is more important	
Gang interest is changing to interest in one or two "best" friends	Invite interesting adults to visit the school to help children learn about people.
There is strong interest in sex, which may cause self-consciousness and shyness with the opposite sex	
Teasing may denote sex attraction	Provide more opportunities for girls and boys to participate in joint social activities.
Secrets are whispered and written in code to friends	
It is essential to prove that he can "take it" - that he will not "squeal" - that he is not a "sissy"	
Each one picks up what the other does in a group - "group contagion"	
There is usually a good attitude toward teachers, and important people are admired	Provide more opportunities for consideration of community problems and interests.
Carelessness is shown in manners	
Children may become overcritical and uncooperative	
Club activities with changing interests and membership are attractive	
EMOTIONAL	
There is emotional instability Children are easily excited, frequently giggle or act boisterously, and have difficulty in controlling anger	Offer the child guidance in meeting his problems.
Embarrassment may exist because of physical changes	Provide opportunities for the child to function on a more mature level and to assume responsibility and leadership.
Children may display alternating alertness and irritability	
There is a willingness to submerge personal ego for the good of the team or group	Recognize and accept individual irregularities apparent in emotional growth. Give help where possible.
The unskilled child may be self-conscious about undertaking new activities	Provide continuing support to avoid discouragement during periods of fluctuating control of emotions.
Some children may become over-enthusiastic and initiate too many activities for their strength	
There is frequently a return to infantile habits	*Health Education for the Elementary Schools, "A Guidebook for Teachers" Norfolk City Schools, Norfolk, Virginia, 1967, pp. 320-321.
Aggression may be used to cover up fear	
Adolescents need plenty of leeway for daydreaming	

SIXTH AND SEVENTH GRADE INSTRUCTIONAL AND INTRAMURAL ACTIVITIES
WITH
SUGGESTED TIME ALLOTMENT FOR DAILY 30 MINUTE PROGRAM

I - PHYSICAL FITNESS ACTIVITIES: 5 - 10 minutes

1. Track and Field Activities: 5 minutes	pp. 238-241
Pull-Ups (Boys)	p. 239
Standing Broad Jump (Boys)	p. 240
Hop, Step, Jump (Girls)	p. 239
Shuttle Relay	p. 240
Dash (40 - 50 yards)	p. 240
Agility Run (Potato Race)	p. 239
Push-Ups	p. 100
2. Rope Rhythmics, Games and Relays: 5 minutes	pp. 194-207
Long Rope Games	p. 199
Long Rope Rhythmics	p. 200
Short Ropes	p. 203
3. Exercises - With or without music: 5 minutes	p. 114
4. Individual Movements and Ball Rhythmics: 5 minutes	pp. 179-193
La Raspa	p. 179
Trip to Helsinki	p. 181
Put Your Little Foot	p. 183
Fireman's Dance	p. 184
Newcastle	p. 186
Spinning Waltz	p. 189
Road to the Isles	p. 190
Waves of Troy	p. 191
Danish Schottische	p. 193
5. Stunts and Tumbling	pp. 272-278

2 of 3 Groups of Activities Daily, Rotating Activities

II - RELAYS - DAILY: 5 - 10 minutes

No Supplies Needed		Using Balls or Supplies	
A Dozen Ways of Getting There	p. 112	All-Up	p. 84
All Fours (Boys only)	p. 84	Beat the Ball	p. 140
Leap Frog (Boys only)	p. 113	Circle Pass	p. 108
Relay Race	p. 97	Soccer Skills	p. 209
All Run	p. 101	Basketball	pp. 120-135
		. Pass and Shoot	p. 127
		. Dribble and Shoot	p. 126
		. Figure "8" Dribble and Pass	p. 127
		. Arch Goal Ball	p. 127
		. Dribble and Pass Relay	p. 135
		. Basketball Skills Fitness Run	p. 135

III - TEAM AND GROUP ACTIVITIES: 15 - 20 minutes

Circle Games

Circle Activities	p. 88
Circle Chase	p. 89
Circle Kickball	p. 104
Circle Race	p. 103
Circle Touchball	p. 125

Line Activities

Bowling	p. 111
Capture the Bacon	p. 112
Hook On	p. 113
Rag Hockey	p. 106
Shuttle Passing Drill	p. 126
Shuttle Dribble Practice	p. 126

Net Games

Volley Ball	pp. 242-260
.Volleyball Lead-up Activities	p. 258
.Cage Volleyball	p. 259

Diamond Games

Kickball	pp. 136-141
Softball (Last 4 weeks of school)	pp. 216-225
. Softball Skills	p. 217
. Long Base	p. 224
. Round Trip	p. 225
. Fist Ball	p. 223

Court and Field Games

K.B.B.	p. 141
Bombardment	p. 107
Four Square	p. 109
Basketball	pp. 120-135
. Basketball "21"	p. 128
. Around the World	p. 129
. Six Hole Basketball	p. 130
. One Goal Basketball	p. 133
. Side Line Basketball	p. 134
. Basketball	p. 135
Soccer	pp. 208-215
. Soccer Skills	p. 209
. Drive Ball	p. 214
Touch Football	pp. 226-237
. Football Keep Away	p. 229
. Punt Back or Pass Back	p. 230
. Touch Football	p. 231

SUGGESTION: At least two of the above three groups of activities (Track and Field, Relays, Team Activities) should be included in each daily thirty-minute physical education instructional period.

IV - CLASSROOM ACTIVITIES

Games

A Dozen Ways of Getting There	p. 112
Changing Seats	p. 88
Circle Activities	p. 88
Rag Hockey	p. 106
Bowling	p. 111

Relays

All-Up	p. 84
Geography	p. 113
Overhead Pass	p. 96
Circle Pass	p. 108
Blackboard	p. 102

V - BICYCLE SAFETY INSTRUCTION

See pp. 261-271.

VI - ANNUAL CITY-WIDE PROGRAMS

Volleyball Tournament
Basketball Relays
Physical Education Demonstration
Leisure Time Fitness Day
Tumbling Demonstration
Bowling Tournament

For complete information on Annual City-wide Programs, see Section IV, Culminating and Intramural Activities.

SECTION FOUR

CULMINATING AND

INTRAMURAL ACTIVITIES

The time has come when recreation for all must become as universal as education for all . . . . This means an increased emphasis on physical education.

Joy Elmer Morgan (1932)

S E C T I O N F O U R

CULMINATING AND INTRAMURAL ACTIVITIES

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CULMINATING ACTIVITIES

School demonstrations, on a grade basis, should be conducted in many if not all of the activities included in physical education program.

Objectives

The purposes of school and annual city-wide physical education demonstrations are:

1. To interpret the physical education program to the public.
2. To serve as a culmination of the instructional program.
3. To serve as a motivating factor to increase participation in the physical education program.
4. To give pupils a chance to demonstrate their individual skills.

SCHOOL DEMONSTRATIONS

The physical education teacher and the classroom teacher should work together, organizing and administering demonstrations. Because of pupil motivation and skill ability, all demonstrations involving competition must be kept on a grade and age level basis. Some of the activities which may be involved are:

Volleyball

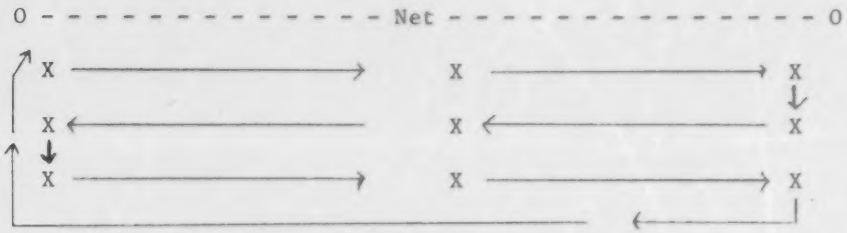
Near the end of the instructional program in volleyball, the physical education teacher and the classroom teachers in grades four and five should conduct Newcomb and Serveball tournaments. In grades six and seven they should organize a school tournament to determine the boys' and girls' classroom grade teams to represent the school in the city-wide volleyball tournament. Regulations governing the tournament are as follows:

1. Number of players on team: nine (boys and girls)
2. Substitutes: three per team

3. Score: two out of three games, fifteen (15) points per game.

4. The service at the beginning of each game will be determined by the flip of a coin. The team that lost the toss at the beginning of play will begin services in the second game. Teams should exchange courts at the end of each game.

5. All teams will rotate as shown in the following figure:



6. In school meets a time-out may be allowed after either team has scored eight points or if an injury occurs.

7. Physical education and classroom teachers will serve as officials.

8. A team must win each game by at least two points.

9. Girls are allowed an assist on the serve and may set up the ball for themselves.

10. Service-play will begin by a service from <u>behind a line perpendicular to right side line and fifteen feet from center line</u>.

11. Regulation volleyball rules will apply in all other instances.

12. Awards - A certificate will be awarded to each member of the boys' and girls' sixth and seventh grade championship teams.

Basketball Relays

Near the end of the instructional program in basketball, the classroom teachers and the physical education teacher should organize and conduct

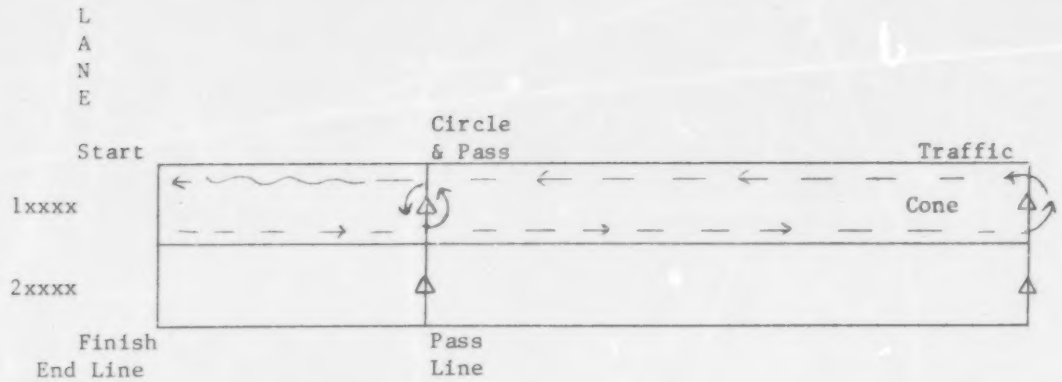
contests in the events shown below, for all fifth, sixth-and seventh-grade boys and girls. Run-offs should be conducted by classroom groups to determine class winners. The first, second, and third place classroom winners will then compete for the school grade championship. In team events, schools may be represented only by a team composed of members from the same grade level and the same classroom.

Awards

A certificate will be awarded to each boy and girl who places first, second, or third in his respective classroom. The first place grade-level winners, (boys and girls) will be eligible to compete in the Annual City-Wide Basketball Relays. The date, time and place will be announced annually.

Diagra of Events

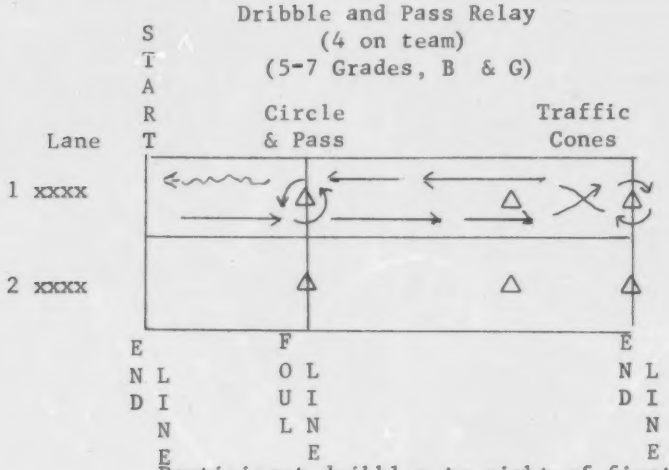
1. Dribble and Pass Relay
(4 on team)
(5 - 7 Grades, B & G)



Participant dribbles around second cone, dribbles to and around first cone, and passes to next participant.
Race ends when first team member receives pass from fourth team member.

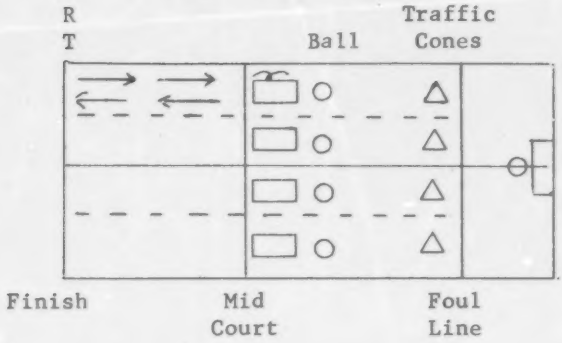
Diagram of Events (Continued)

Figure "8"
Dribble and Pass Relay
(4 on team)
(5-7 Grades, B & G)



Participant dribbles to right of first and second cones; to the left and around third cone; to the right of second and around first cone; and passes to the next player.
Race ends when first team member receives pass from fourth team member.

Basketball Skills - Fitness Run
(Individual)
(5-7 Grades, B & G)



Run to mat; do one forward roll; pick up basketball and dribble to cone; shoot set shot (must be made before proceeding; dribble to mat; place ball in can on floor; do one forward roll; run to finish.

Track and Field Demonstration

Individual track and field demonstrations should be held in each school for the purpose of determining participants for the City-Wide Track and Field Demonstration.

1. Participants - Individual class winners in each event must be determined. These winners should be those pupils who have consistently placed in daily practice. These winners compete with other class winners of their grade level to determine the school grade champion. A student may enter any event for which he qualifies.
2. Events
   a. Pull-ups (boys only)
   b. Hop, Step, Jump (Girls only)
   c. Agility Run (Potato Race) - (Boys and girls)
   d. Shuttle Relay (boys and girls) - 40 yards.
   e. Dash (boys and girls) - 40 yards.

Bowling

As a culmination of the instructional program in bowling, the boys and girls in grades four through seven are offered the opportunity to join an intra-school bowling league at a community bowling establishment. Some of the general rules governing participation in the league follow:

1. Teams will be organized on a class and grade level basis for boys and girls.
2. Teams will be assigned the same lane for bowling each week. Scores will be kept on team total pinfall rather than on a team vs. team basis.
3. Instruction will be provided at the bowling establishment.

4. Transportation for all participants will be provided from and to the school by the bowling establishment.
5. Fees - A set fee will be charged each week to cover cost of transportation, bowling, shoe rental, and team trophies.
6. Two games will constitute a match.
7. Four players will constitute a team.
8. The program will run for approximately ten weeks, with each school program scheduled one afternoon a week on a pre-determined day.
9. Teachers accompanying pupils to establishment may bowl free of charge.
10. All participants should be covered by accident insurance.
11. Pupils must have parent's permission to participate.
12. Boys and girls will bowl on separate days and in separate leagues.

Leisure Time Fitness Program

In an effort to promote wholesome participation in leisure time activities, the physical education department in cooperation with the Northside Norfolk Rotary Club sponsors a leisure time fitness program. The purposes of this program are to:

1. Serve as an extension of the instructional program.
2. Motivate pupils to exercise after school.
3. Provide the time for hours of vigorous activities so essential for normal growth and development.

INSTRUCTIONS

All boys and girls in grades 4, 5, 6 and 7 are allowed to participate. However, they must comply with the following requirements:

1. TIME - Pupils must take all tests after school.
2. ORGANIZATION - All pupils will work in groups of three. They will help each other administer the tests and sign the cards when completed.
3. SCORING - Each pupil must equal or excel the averages in all tests to qualify for the fitness button.
4. AWARD - When all tests are completed and the card is properly signed, the pupil will give it to the physical education teacher. He will present the fitness button.
5. LEISURE TIME FITNESS DAY - All pupils who win buttons will be given an official entry and score sheet, and will be eligible to participate in the City-Wide Leisure Time Fitness Day in May.

Total Participation--Leisure Time Fitness Day--1970

Grade	4	5	6	7	Total
Boys	357	270	195	23	845
Girls	372	476	286	36	1170
Total	729	746	481	59	2015

Leisure Time Fitness Tests for Girls - 1970

Name _____ School _____ Grade _____

Address _____ Teacher _____ P.E. Teacher _____

	GRADES							
	AVERAGE SCORE		AVERAGE SCORE		AVERAGE SCORE		AVERAGE SCORE	
EVENTS	4		5		6		7	
Sit-Up (30 secs.)	16		17		18		19	
Hop, Step, Jump	12'3"		13'0"		14'0"		15'	
Dash (40 yds.)	7.6		7.3		7.0		6.9	
Agility Run (100 yds.)	29.0		28.5		28.0		27.5	

The above tests were scored in my presence and are valid.

Parent's Signature _____ Witness _____ Witness _____

Leisure Time Fitness Tests for Boys - 1970

Name _____ School _____ Grade _____

Address _____ Teacher _____ P.E. Teacher _____

	GRADES							
	AVERAGE SCORE		AVERAGE SCORE		AVERAGE SCORE		AVERAGE SCORE	
EVENTS	4		5		6		7	
Sit-Up (30 secs.)	18		19		20		21	
Std. Broad Jump	54"		57"		62"		67"	
Pull-Up	2		3		4		5	
Dash (50 yds.)	8.4		8.3		7.8		7.7	
Agility Run (100 yds.)	28.5		28.0		27.5		26.9	

The above tests were scored in my presence and are valid.

Parent's Signature _____ Witness _____ Witness _____

Soccer

Serveball

Kickball

Individual and Ball Rhythmics

Batball

Softball

Tumbling

Newcomb

Basketball

A school grade-level or classroom demonstration should be conducted in all appropriate activities as a culmination of the instructional phase of an activity. Parents should be encouraged to attend for a better understanding of the school program.

ANNUAL CITY-WIDE PROGRAMS

Volleyball Tournament

The Annual City-Wide Volleyball Tournament is conducted in the same manner as the School Demonstration, with the following exceptions:

1. The tournament will be run on a time-point basis instead of on a game-point basis. All rounds will start and end simultaneously. Each round will be ten (10) minutes--two five-(5) minute halves, with a one-(1) minute break between halves. Four (4) minutes between rounds.
2. Rules
   a. Each contestant must wear identification tags pinned to shirt front showing school and grade number. The tags will be furnished by the Physical Education Department.
   b. The serve at the beginning of each game will be determined by the side of court assigned. The team that receives at the beginning of the tournament will begin service in the second half.
   c. Girls will be allowed an assist on the serve and may set up the ball for themselves.

d. Side-out will be called in event of a let ball.

e. Officials - Physical education majors from local colleges will officiate the city-wide meets.

f. In the event of a tie score at the end of a game, a three-minute extension of play will decide the winner of the game.

g. Regulation volleyball rules will apply in all other instances.

3. Awards - Ribbons will be awarded to both boys and girls grade-level first-and second-place winners. A rotating trophy will be awarded to city-wide championship teams. Since detailed procedures may change from one year to the next, instructions are sent out each year in the form of a special notice from the Superintendent's office.

Basketball Relays

The Annual Basketball Relays are the culmination of the instructional program in basketball. The relays provide motivation in an activity which is adapted to the growth needs of boys and girls.

Rules governing the relays are the same as those for the School Demonstration, with the following exceptions:

1. Participants - The first-place boy and girl grade winners in each event in the fifth, sixth, and seventh grade will represent their school. Members of grade team events must be from the same classroom.
2. Ties must be run off to determine city-wide winners.
3. All contestants must arrive at the place designated by the specified time of the relays.
4. Appropriate awards will be presented to first-place boy and girl winners in each grade level.
5. Each contestant may participate in only one event.
6. Permission of parent for all pupils participating in the Relays must be secured on forms furnished by the department.

Track and Field Demonstration

The events in the Annual Track and Field Demonstration are the same as those in the school demonstration (See this section). The following general regulations govern participation in this event. More detailed information will be sent to each school several weeks prior to the Demonstration in the form of a Superintendent's special notice.

1. The Demonstration is for fourth-through seventh-grade pupils.
2. Permission of parent for all pupils participating in the Demonstration must be secured on forms furnished by the department.
3. Each contestant must wear identification tags pinned to front and back of shirt. The tag on the front will show school and grade; the back will show school and lane number assigned. The tags will be furnished by the Physical Education Department.
4. Each contestant may compete in only one event.
5. If the first-place participant is unable to compete, the second-place participant will be allowed to enter.
6. Scoring - First Place--five (5) points; Second Place--three (3) points Third Place--one (1) point.
7. Awards--Ribbons--First-, Second- and Third-Place winners.
8. Officials - Physical education teachers and physical education majors from Old Dominion College will score and officiate the Demonstration.
9. Contestants may not wear any type of shoes with spikes or cleats.
10. Schools participating in the Demonstration will be divided into divisions based on total fourth-through seventh-grade membership.

Bowling Tournament

Boy and girl winners of the individual grade level from each school will be eligible to participate in a city-wide bowling tournament held at one of the centrally

located establishments after the conclusion of the school program. Rules governing participation are the same as those for the school program with these exceptions:

1. No charge will be made for participation.
2. Parents must provide transportation to and from establishment.
3. Participants should be accompanied by a parent.
4. Appropriate awards will be presented to grade-level boy and girl teams with the highest total pinfall for two games.

Leisure Time Fitness Day

The Leisure Time Fitness Day is the culmination of the elementary school Leisure-Time Fitness Program for boys and girls in grades four through seven. All students participating in the Fitness Day must have completed requirements for the event and must have been awarded a fitness button. The following rules should be observed:

1. Participant must wear button and bring entry and score card to be eligible to participate.
2. Participants must provide own transportation to event. They are encouraged to bring parents.
3. Appropriate awards will be presented to first-, second-, and third-place boy and girl winners in each grade level.

INTRAMURAL SPORTS

Intramural sports serve as a laboratory for the instructional classwork in physical education. Because of the time element and the need for intensive instruction, boys and girls are unable to participate in the instructional program to a desirable extent. Intramural sports provide the opportunity for further

participation since they are outside the instructional period and pupils of similar inclinations meet to participate in the activity of their choice.

Objectives

The program of intramural sports attempts:

1. To provide intramural tournaments on a grade-level basis.
2. To provide pupils with the proper supervision, space, facilities, and equipment to carry on their leisure-time activities.
3. To instill within each individual the desire to use his leisure time more profitably.
4. To provide pupils who are not physically able to participate in varsity athletics with an opportunity to participate in enjoyable activities of their own choice.
5. To help sustain and increase the interest of children.
6. To develop class and school spirit.
7. To serve as an extension of the instructional program.
8. To develop leadership.

Intramural Director

The intramural director shall properly promote, organize, and administer the program, using this guide as a basis. Specific duties include:

1. Not less than one and one half hours daily outside the regular school day organizing and promoting the program
2. Accurate records of results of each activity and total participation
3. Attendance at bowling establishment on the day school is scheduled for this program
4. Familiarity with and compliance with intramural awards system.
5. Presence at all city-wide events

Student Leadership

Good student leadership is essential to the success of the intramural program.

Students must be carefully selected and throughly trained for the duties they are to perform. Extra effort devoted to training student leaders will reap rich rewards.

1. Student Director - The student leader is directly responsible to the school intramural director. He assists the school director in the entire program.

   Duties performed by the student director are:
   a. Check daily to see that officials are available for program.
   b. Make sure that play areas are properly marked.
   c. Check to see that officials and captains are performing their duties.
   d. Make sure that proper records of events have been recorded.
   e. Check equipment out to equipment managers and record its return.
   f. Keep eligibility list up to date.

2. Officials' Duties (two officials for each activity)

   a. Officials should wear official badges for easy recognition.
   b. The official shall get a clipboard, (clipboard and official should be numbered) score sheet, balls, and other supplies from the intramural director for the area that he is assigned to officiate.
   c. Officials must report or check in daily to let intramural director know they will be available. Possible methods of checking include:

      . Check in wich student director before school.
      . Check name on bulletin board as being present.
      . Have class squad leaders report official present during squad leaders' meeting.
      . Have brief meeting with officials each day before school.

   d. Daily, after an activity is completed, the official shall:

      . Record the score and winner of each event officiated.
      . Check teams playing on his court and fill out score sheet for the following day. Place completed score sheet on clipboard for next day.
      . Return all equipment (ball, nets, etc.) to storage room.
      . Check with intramural director before leaving for any further instructions.
      . Report any injuries occurring in activity he is officiating immediately to intramural director.

   e. The official should be assigned a specific area or activity to officiate and should not move to different grade levels, etc.

3. Team Captain's Duties

   a. The captain shall give the director a list of team members with team name, grade, sex, and homeroom listed on it.
   b. Each morning before school the captain shall check the bulletin board to determine the court his team will play on and the team to be played.
   c. The captain's primary duty is to see that his teammates are on the court and ready to play as soon after school as possible.

d. Team captains are responsible to see that no ineligible (pupil without permission slip) person participates.
e. Substitutions -- The captain will be in charge of making substitutions.
f. Captains are responsible for keeping an attendance record for his team on the intramural attendance form and submitting it at the end of each month to the intramural director.

4. Equipment Manager's Duties. The equipment manager shall be in charge of checking all equipment out and in to official and reporting discrepancies to the school intramural director immediately.

Procedure for Introducing Program to Children and Teachers

1. Program should be explained briefly to the faculty prior to its introduction in the classroom. Emphasis should be placed on obtaining the cooperation of each classroom teacher in developing and maintaining pupil interest. The best possible organization is classroom teams.

2. Program should be introduced in detail to pupils in each third-through seventh-grade classroom. Announcement with parental permission slips attached should be distributed to pupils to take home, have signed, and returned if they wish to participate. Permission slip must be procured before participation is allowed. (See Page 79 for announcement sample and permission slip) The introduction should include the following steps:
   a. Explain activities planned for each grade level.
   b. Explain layout of fields and alternating of activities. Use intramural schedule forms.
   c. Discuss generally the responsibilities of captains and officials. Ask for volunteers for officials. Explain training program for officials.
   d. Appoint or have selected a boy and a girl room representative to collect slips to be returned the following day. The pupils may serve as team captains, officials, or room program promotors to announce programs, games, program changes, winners, etc.
   e. Have room chairman make list of pupils who return signed parental permission slips, post it in physical education "corner" in each classroom, and give slips and names of participants to director. A master list of all eligible participants should be printed on poster board and posted on school bulletin board with announcement, schedule, etc.

3. After parental permission slips have been returned, meet with eligible participants from all classes on a grade level or adjacent grade levels and discuss and explain program operation in detail. This should be done after school.

   a. Have team captains selected for each classroom group--one boy and one girl.
   b. Distribute, have filled out, and collect team rosters and intramural attendance form for each activity.
   c. Hold a question and answer period. Let all except captains and officials leave after announcing beginning dates of program.

4. Captains' and Officials' Meetings

   a. Discuss in detail, making sure that each team captain and official clearly understands his duties (See duties above).
   b. Set up meeting before and/or after school for training official in proper procedures, games rules and regulations, responsibilities, etc.

5. The program should be started in one or two grades at a time, beginning with the highest grade in the school (especially in large schools). This will allow teachers to concentrate on certain activities and organization while other phases of the program are operating smoothly.

6. Do not hesitate to recall grade group, captain, or official meetings to facilitate organization of program.

7. As soon as fall program is underway, plans should be begun for the second six-weeks program.

Planning

Changes in Program: Oral announcements to pupils and written announcements to parents should be made when there is any drastic change in program (especially when the indoor program begins in December and continues through January and February).

Indoor programs usually include only certain grade levels and not all pupils. Parents should know when to expect children to arrive home.

Planning Ahead: Indoor and outdoor programs should be planned for at least six weeks in advance. List of supplies, officials, and other materials must be planned for far in advance when deficiencies may be remedied.

Rainy Day or Foul Weather Program: Indoor programs should be planned in advance, and the grade levels involved should know which grade levels will participate on the next rainy day.

Bulletin Board Displays

The bulletin board properly displayed and kept up to date can be second only to good student leadership in determining the success of the intramural program. A few constructive uses of the bulletin board are listed:

1. Diagrams of indoor and outdoor areas, properly numbered and designated by grade level and sex displayed for quick reference by captains, officials, and participants

2. Announcements of school and city-wide programs

3. Display of schedules of activities, eligibility list, etc.

4. Announcements of special days and special events

5. Display of emergency telephone numbers and information giving the location of nearest doctor and closest police and fire departments; also a notice that ambulance service may be procured from police or fire department in an emergency.

Grade-Level Organization

All activities should be organized on classroom, grade-level, and sex basis. Each class should attempt to have one or more boy and girl teams to represent their classroom. Containing a team within a classroom gives a good common basis for organization. Combining pupils from different classrooms should be done only after classroom organization has proved ineffective. Crossing grade-level organization should not take place except in small schools where so few pupils are available that interest wanes from lack of competition.

Activities

Since the intramural program is an extension of the instructional program, all intramural activities should be an outgrowth of the instructional program. The director using the instructional program and pupil interest, should set up the program from the activities listed below:

Fall: Serveball, newcomb, fistball, dodgeball, batball, circle and chase games, kickball, volleyball, relays, jumprope, physical fitness activities, bowling, touch football, basketball, and soccer

Winter: Bowling, table tennis, relay, indoor horseshoes, rhythmics, rapid shooting, foul shots, basketball, physical fitness events, stunts and tumbling, and volleyball

Spring: Track, soccer, kickball, softball, relays, jumprope, batball, kickball, stunts and tumbling

Note: One week will be scheduled between the end of one period of activities and the beginning of another for planning, meetings, organization, etc. These breaks will be city-wide and set up at the beginning of each year.

Awards

Certificates - A participation certificate will be awarded to pupils participating in at least half of the scheduled games of an activity. Certificates may also be awarded for special events.

Ribbons - In various events ribbons will be awarded to the winning teams, both boys and girls, on each grade level.

Bowling - Awards for the bowling program are given by the individual bowling establishment.

Buttons and Trophies - Buttons are awarded to participants who complete requirements for the leisure-time-fitness program, and a trophy is awarded to the city-wide winner of this event.

Departmental Meetings

Realizing that some time must be available for planning, organization, collecting material, evaluating, and departmental and faculty meetings, no organized programs will be scheduled on Monday of each week. If time is available for supervising, an announcement may be made for free activity for those who wish to participate with needed supplies being furnished. This part of the program should be set up so that it may be canceled for a departmental meeting or for other reason with only an oral announcement.

> It should not be forgotten that it is through play that the path is opened toward occupations of a later age, and it is for this reason that the majority of games are imitations of work and actions which will be used later in life.
>
> Aristotle (350 B. C.)

NORFOLK CITY PUBLIC SCHOOLS
HEALTH, PHYSICAL EDUCATION AND SAFETY DEPARTMENT

ANNOUNCING

ELEMENTARY SCHOOL INTRAMURAL PROGRAM

PURPOSE:
1. Serves as an extension of the classroom instruction in physical education.
2. Provides the time for vigorous activity so essential for normal growth and development.

WHO: Boys and Girls in grades three through seven.

WHEN: 8:30 - 9:10 a.m. - Before-School Program
3:20 - 4:00 p.m. - After-School Program

WHERE: School

SUPERVISION: Physical Education Teacher

ACTIVITIES:
Fall: Volleyball, kickball, basketball, fitness test, lead-up games.
Winter: Bowling, tumbling, basketball, group games, fitness test.
Spring; Softball, kickball, field and track, fitness test, lead-up games.

NOTE: Participant should be covered by the school accident insurance. Injury to sound, natural teeth is covered by school accident insurance.

* * * * * * * * * * * *

PARENTAL PERMISSION

_____ _____ _____
Classroom Teacher Room Number Grade

I am familiar with the intramural program outlined above and grant permission for _____ to participate in these activities for the school term, 1970-71.

_____ Before School Program _____ After School Program

_____
Date

_____
Guardian's or Parent's Signature

Program at our school on circled days of the week. M T W TH F
(days physical education teacher assigned to school).

HEALTH, PHYSICAL EDUCATION AND SAFETY DEPARTMENT
NORFOLK CITY PUBLIC SCHOOLS

Revised 11/2/70

INTRAMURAL ATTENDANCE FORM
DAILY

_____ Sex

_____ Teacher

_____ School

Month of _____

_____ Total Eligible to Participate

Activities (List All Activities for the month)		Mon.	Tues.	Wed.	Thurs.	Fri.	Total Weekly Attendance
	Date						
	A.M.						
	P.M.						
	Date						
	A.M.						
	P.M.						
	Date						
	A.M.						
	P.M.						
	Date						
	A.M.						
	P.M.						
	Date						
	A.M.						
	P.M.						

A.M. _____
P.M. _____
Average Daily Attendance _____

A.M. _____
P.M. _____
Total Monthly Attendance _____

NOTE: 1. Show actual number participating on days assigned to school. Separate reports should be submitted by boy and girl directors in high schools. Elementary directors combine boys and girls on one report.

2. Submit one copy for each school on or before the tenth day of the following month to the physical education office. A copy should also be submitted to the principal of the school. -80-

INTRAMURAL PUPIL DAILY ATTENDANCE FORM

Sex

School | Team | Grade | Homeroom

Month of:

Name Last	First	Dates	Week of Mon. M T W T F	Week of Mon. M T W T F	Week of Mon. M T W T F	Week of Mon. M T W T F
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

Instructions to Captain of Team

1. Fill out form completely with pencil--ink runs.
2. Check eligibility list to make sure all team members are eligible.
3. Check by day of week members present.
4. Present form to intramural director when told to do so.

Team Captain's Signature

NOON-TIME RECREATION PROGRAM

Providing a Noon-time Recreational Program in schools with recess is recognized as a worthwhile function of the school, making good use of time which might otherwise be lost. The program must be flexible to provide for differences in available facilities. The Administration in cooperation with the physical education teacher of each school should determine the type of program that is most suitable.

Below is outlined a suggested procedure for carrying out a Noon-time Recreational Program:

1. The program should be administered by each school without the direct participation of the physical education teacher, except in an advisory capacity.

2. The program should meet the needs and interest of the pupils in various age groups. Surveys should be conducted from time to time to determine the interest of pupils and the types of activities to be explored.

3. Separate activity areas should be provided for children of different age levels; i.e., primary, fourth and fifth grades, and sixth and seventh grades.

4. Opportunities for pupil leadership should be a main consideration. Pupils should be encouraged to undertake responsibilities in carrying out the program. For example, a student leader could be in charge of an activity, with the following duties: checking out and returning equipment, organizing and instructing participants in the activity, keeping order, and seeing that rules of safety and fair play are followed.

5. A rotation plan of teacher supervision should be set up with one or two teachers on duty at a time.

The Noon-time Recreation Program should provide for safe, purposeful activity and with proper planning and organization can be highly beneficial to pupils and teachers alike.

SECTION FIVE

RESOURCE MATERIAL

All delinquency stems from play gone wrong.

Hetherington (1920)

GAMES OF LOW ORGANIZATION

Kindergarten Through Grade II and Up

1. ALL FOURS RELAY (Boys only)

Playing Area: Gymnasium or playground - Two lines 15 feet apart
Players: Teams of 4
Supplies: None
Grade Level: K - 4

On signal, the first player in each file advances on all fours to the turning point, returns by running in an upright position, and touches off the second player, and so on, until the circuit is completed. The team finishing first, wins.

Variation: Lame Dog.
Advance by imitating an animal such as a dog or cat. (Example: Lame dog, using two hands and one foot. Advance backwards on all fours, stand and return to starting position.)

2. ALL-UP RELAY

Playing Area: Gymnasium or playground - Two circles for each team - 15 to 25 ft. apart
Players: Teams of 4
Supplies: 3 bowling pins, blocks, or traffic cones for each team
Grade Level: K - 6

Directly in front of each team, place a circle two feet in diameter. Place another circle beside this one. In one circle stand three bowling pins or other suitable objects. On signal, the first player in each row runs to the pins and using only one hand, moves the pins from one circle to the other circle. All pins must remain upright before the player returns and touches off player number two. This second player then runs forward and moves the pins back to the original circle, and so on. Continue until all have run. The team returning its first player to his original position first, wins.

Variation I:
Using one circle only, the runner, upon reaching the pins, knocks them over with his foot and then sets them up again in the circle before returning to touch off the next player of his team.

Variation II:
The runner picks up one pin at a time and strikes the top of the pin on the floor, then sets it up in the circle again.

Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it.

Plato (380 B.C.)

3. ARCH BALL RELAY

Playing Area: Classroom
Players: Teams of 4
Supplies: Ball for each team
Grade Level: K - 4

The first player of each team stands on a line, and the other players line up behind him, placing their hands on the shoulders of the person in front, arms outstretched. Each of the first players has a ball, and at a signal, passes the ball over his head with both hands to the player behind him, and so on to the last player. When the last player gets the ball, he runs to the front and places the ball over his head. Each player, after he has passed the ball, at once places his hands on the shoulders of the person in front, so that the length of the rows will always be the same. The team wins when the first player again takes his place at the head of the line with the ball held high overhead.

4. AUTOMOBILE RELAY RACE

Playing Area: Gymnasium or playground - Two lines 15 to 25 feet apart
Players: Teams of 4
Supplies: None
Grade Level: K - 2

Two or more teams of children line up, side by side, behind a starting line. Each file or team chooses the name of an automobile. At a signal, the first one of each line runs forward, around the goal and back, and touches the right hand of the next player on his team, this one having moved up to, but not over, the starting line. The first runner then runs to the foot of the line, while the second runner repeats his play; and so on until every one on his team has played and the first player is back again at the starting line.

Variations: Hopping, skipping, couples, etc.

5. BACK TO BACK

Playing Area: Gymnasium or playground - Circle formation
Players: Couples standing back to back
Supplies: None
Grade Level: K - 2

One odd player who is "It" starts the game by commanding "Change!" At this signal each player must seek a different partner with whom he stands back to back. The one left without a partner is the new "It," who in turn gives the command "Change!"

If you would cultivate the intelligence of your pupil, cultivate the power that it is to govern. Give his body continual exercise.

Rousseau (1750)

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6. BROWNIES AND FAIRIES

Playing Area: Playground - Two lines 25 feet apart for goals
Players: Squads of all boys and all girls
Supplies: None
Grade Level: K - 2

Two equal groups stand behind the goals. One group (fairies) turn backs, while the others (brownies) creep up as quietly as possible. One fairy is watching and when they are near, calls, "Look out for the brownies!" The fairies then chase the brownies to their goal and tag as many as they can. All who are caught are fairies. Then brownies turn backs, and fairies come up quietly, etc. The side having the greater number at the end of six chasings, or of available time, wins.

Safety: Do not run into solid objects.

Variation: Rabbits and Foxes

One team is called the rabbits and the other the foxes. Members of both teams stand behind their respective goal lines. The rabbits come out to play. A fox calls out, "Run, rabbit run!" The foxes try to catch the rabbits before they can return to their goal line. Rabbits caught become foxes, and play continues until there are no rabbits. The game is then repeated with all the players' changing sides.

The rabbits may be encouraged to evade the foxes by starting and stopping quickly and by changing direction.

7. BULL IN THE RING (Boys only)

Playing Area: Playground - Circle formation
Players: 8 for each circle
Supplies: None
Grade Level: K - 2

The players stand with hands joined. Within the circle the bull stands. The bull tries to escape by going over or under, or by breaking through the joined hands. If he escapes, the two players who allowed him to escape give chase in quick pursuit and attempt to tag him. The first player to tag the bull becomes the next bull.

Teaching Suggestions:

If the group is composed of children who vary widely in size, the rules may be modified to permit the bull to escape only by going under the arms.

When a bull has difficulty in breaking through the circle, it may be advisable to count ten, and if he is not through by that time, choose another player to take his place.

> The greatest of follies is to sacrifice health for any other advantage.
>
> Schopenhauer (1850)

8. BUSY BEE

Playing Area: Gymnasium or playground - Circle formation
Players: Any number, each with a partner
Supplies: None
Grade Level: K - 2

Take partners. One pupil is the leader. He says, "Face to face," and partners face. Then he says, "Back to back," and partners turn backs to each other. He continues the commands, occasionally trying to catch partners off guard by saying "Face to face" when partners are already face to face. When the leader says, "Busy Bee", all change partners and the game begins again.

This can be played with an extra child. The child left out has to come to the center. He is the "slowpoke." Since no one likes to be called a slowpoke, the players try hard to get partners.

9. CARRY AND FETCH RELAY

Playing Area: Gymnasium or playground - A circle for each team 1 foot in diameter and 15 feet from starting line
Players: Teams of 4
Supplies: Ball or eraser for each team
Grade Level: K - 3

At a signal the first pupil in each team runs forward, places the ball or eraser in the circle, and runs back to the rear of his row, tagging the first pupil in the row as he passes. This pupil runs forward, secures the ball or eraser, and hands it to the third player as he passes. This continues until every pupil has run. The row which gets back in its place first, wins. If played in the classroom, all players must remain seated except the runner.

10. CAT AND MICE

Playing Area: Classroom
Players: 20 - 25 divided into groups of 5
Supplies: None
Grade Level: K - 2

A cat hides behind the teacher's desk. A number of mice creep up to the desk and scratch on it. Immediately the cat gives chase to the mice, who run for safety to their holes (seats). Any mouse caught becomes cat for the next game. If played outside, the cat covers eyes.

> We do not yet sufficiently realize the truth that as, in this life of ours, the physical underlies the mental, the mental must not be developed at the expense of the physical . . .
>
> Herbert Spencer
> (1960)

11. CHANGING SEATS

Playing Area: Classroom - Line formation
Players: Any Number
Supplies: None
Grade Level: K - 7

All the players are seated. The leader gives command, such as, "Change right!" "Change left!" "Change rear!" all players moving in the direction of the command. The players who are forced into the aisles next to the sides or into the aisles near walls or the front of the room, run to the vacant seats at the opposite side, the front or the rear of the room.

Variation: Pupils skip or hop to seats.

12. CIRCLE ACTIVITIES

Playing Area: Classroom, gymnasium or playground - Circle formation with players facing the same direction
Players: 5 - 60
Supplies: Record player; record: Capt. Jinks M103
Grade Level: K - 7

The leader calls the signals for the various activities:

1. Start walking around room; never stop completely.
2. Start hopping.
3. Make yourself as small as possible and continue walking.
4. Make yourself as tall as you can and continue walking.
5. Walk on the toes.
6. Walk on the heels.
7. Walk on the toes of one foot and the heel of the other foot.
8. Walk with one stiff leg.
9. Gallop
10. Skip
11. Right hop
12. Left hop
13. Jump
14. March like a Marine.
15. March like a Sailor.

> There is danger at the present time in the enthusiasm for the cramming of the brains of our young people with facts, scientific or otherwise, that there will be inadequate time for the establishment and perpetuation of physical fitness, which should never stop.
>
> Dr. Paul Dudley White (1960)

13. CIRCLE CHASE

Playing Area: Gymnasium, or playground - Circle formation
Players: Any number: count off by fours; stand elbow distance apart.
Supplies: None
Grade Level: K - 7

At a signal, call a number from one to four. All players bearing the number step back and run around the circle, each runner attempting to tag the player in front of him. Runners tagged are eliminated and withdrawn. Runners who tag a player continue about the circle, attempting to tag another. Runners who are not eliminated, upon arriving at their starting point, step into place. Another number is called; these players run as before. Continue until all members have been called. Reform the circle with those who have not been tagged and again count off by fours. Call each number as before, until half are eliminated. These are to form another circle. Continue in this manner until all but four players are left in the original - these are the winners. This game may be varied according to the number of players by having the players run two, three or four times around the circle, or by having the players count off by twos, threes, fives or sixes.

Variation: Circle Race

Players first stand in a circle facing the center, arms' distance apart. They then turn right (around in single file in the same direction). At a signal all start to run around the circle, each trying to pass on the outside the runner next in front of him. Any player passed stands in the center of the circle and is out of the race. The last player wins.

14. CLASSROOM TAG

Playing Area: Classroom - Circle drawn 5 to 10 feet across the front of room
Players: 2 - 30
Supplies: None
Grade Level: K - 3

One person is chosen to be "It." The teacher calls any three names of children who then must attempt to get into the circle without being tagged by "It." If a player is tagged, he becomes "It." Those who are not tagged return to their seats.

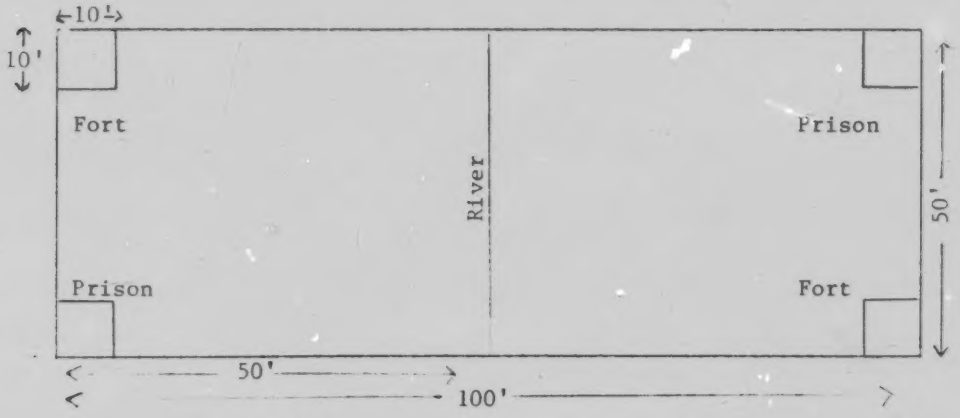
The circle may be made larger or smaller to make it more difficult or less difficult to tag someone, depending upon the skill of the players.

> Failure to develop good muscular coordination puts a very definite ceiling on genius.
>
> Dr. Leslie N. Nason
> (1958)

15. COWBOYS AND INDIANS

Playing Area: Gymnasium or playground - Play area marked off as in diagram
Players: 2 groups of 10
Supplies: None
Grade Level: K - 3

The object of the game is to have as many players on one side as possible in the enemy's fort at the close of the game; i.e., to capture the enemy's fort.



Divide the players into two groups, Cowboys and Indians. One team is on either side of the center dividing line, called the River. The game is begun by both sides attempting to get as many of their own players as possible into the enemy's fort. Each team defends its fort by tagging those players who venture across the river into their territory. Should an enemy be tagged, he then becomes a prisoner and is taken to the prison, which is on the same end of the playing area as the fort. A player in the enemy's prison may be rescued in one of two ways: By a fellow player who has safely reached the enemy's fort or by a fellow player who comes from his own side. The liberator and prisoner are allowed free passage back to their side, provided they have hold of hands while walking; otherwise they may be tagged.

The team that has the greater number of players in the enemy's fort at the end of the game has captured the enemy's fort and is declared the winner.

Scoring: One point is given for each player in the enemy's fort at the end of the playing time.

Teaching Suggestion:

1. It is frequently advisable to set time limits.
2. Be ready to settle any disputes that may arise with reference to tagging.
3. Choose a playing area that has good surfacing.

> If I had to choose one department in any school that can do most to reduce dropouts and to hold youngsters emotionally to the institutions, it would be physical education.
>
> James Conant (1962)

16. EAGLE AND SPARROWS

Playing Area: Gymnasium or playground
Players: Any number
Supplies: None
Grade Level: K - 2

One player is chosen as the eagle. The other players are sparrows who the eagle chases in an attempt to catch one. The sparrows must stretch their arms out to the sides, palms up, and rotate them up, back, down and forward as they run. A sparrow who is tagged becomes the eagle. Sparrows may not stop rotating their arms while being chased; anyone who does becomes the eagle.

17. FIVE TRIPS

Playing Area: Gymnasium, classroom or playground - Circle formation
Players: 8 for each circle
Supplies: 1 ball for each circle
Grade Level: K - 3

Designate a captain. Give him a ball. At the signal, the captain passes the ball to the player on his right, and the passing is continued around the circle. The ball is passed around the circle five times. The first time it passes the captain, he calls "One"; the second time, "Two", and so forth. When it reaches the captain after the fifth time, he holds the ball overhead and calls "Five." The team finishing first wins. The relay may be played as a social game with the players seated.

18. FLOWERS AND THE WIND

Playing Area: Playground - Goal line for each group opposite ends of play area
Players: 2 equal groups
Supplies: None
Grade Level: K - 2

A long neutral space is designated between groups. One group chooses the name of a flower which it represents, such as daisy, lily, lilac, etc. They then skip over near the goal line of the opposite group. The opposite players representing the wind stand in a row back of their goal line, ready to run and to guess the name of the flower chosen by their opponents. When the right flower is named, the group turns and runs home with the wind chasing them. Players caught by the wind before reaching their goal become prisoners and join the wind. The remaining flowers repeat the play, taking a different name each time. This continues until all of the flowers have been caught. Groups may alternate in being flowers.

> The young child perhaps learns more and develops better through its play than through any other form of activity.
>
> Herbert S. Jennings
> (1917)

19. FOLLOW THE LEADER

Playing Area: Classroom, gymnasium or playground - Line formation
Players: Any number
Supplies: None
Grade Level: K - 3

Members of the class follow a leader repeating his actions, such as clapping hands, skipping, hopping, toe touching, jumping, galloping, running, etc.

20. GOAT BUTTING RELAY (Boys only)

Playing Area: Playground - Two goal lines 15 feet apart
Players: Teams of 4
Supplies: Ball for each team
Grade Level: K - 2

A ball is placed in front of each team. The first player is on his hands and knees. He butts the ball along, around the turning point and back again. Each player continues, not touching the ball with his hands.

21. HANGING

Playing Area: Gymnasium or playground
Players: 2 for each pull-up bar, 1 for each jungle gym bar
Supplies: Pull-up bars or jungle gym
Grade Level: K - 2

Spring from the balls of both feet, swing the arms upward, and grasp a horizontal bar with both hands.

Suggestions: Hang without swinging. Use ordinary (overhand) or reverse (underhand) grasps with thumb around bar. Hands may be close together, far apart, or shoulder-distance apart. Legs should be straight, feet together, toes pointed. Use an active hand (do not sag at the shoulders).

22. HEEL AND TOE RELAY

Playing Area: Classroom, gymnasium or playground - Two lines 15 feet apart
Players: Teams of 4
Supplies: None
Grade Level: K - 2

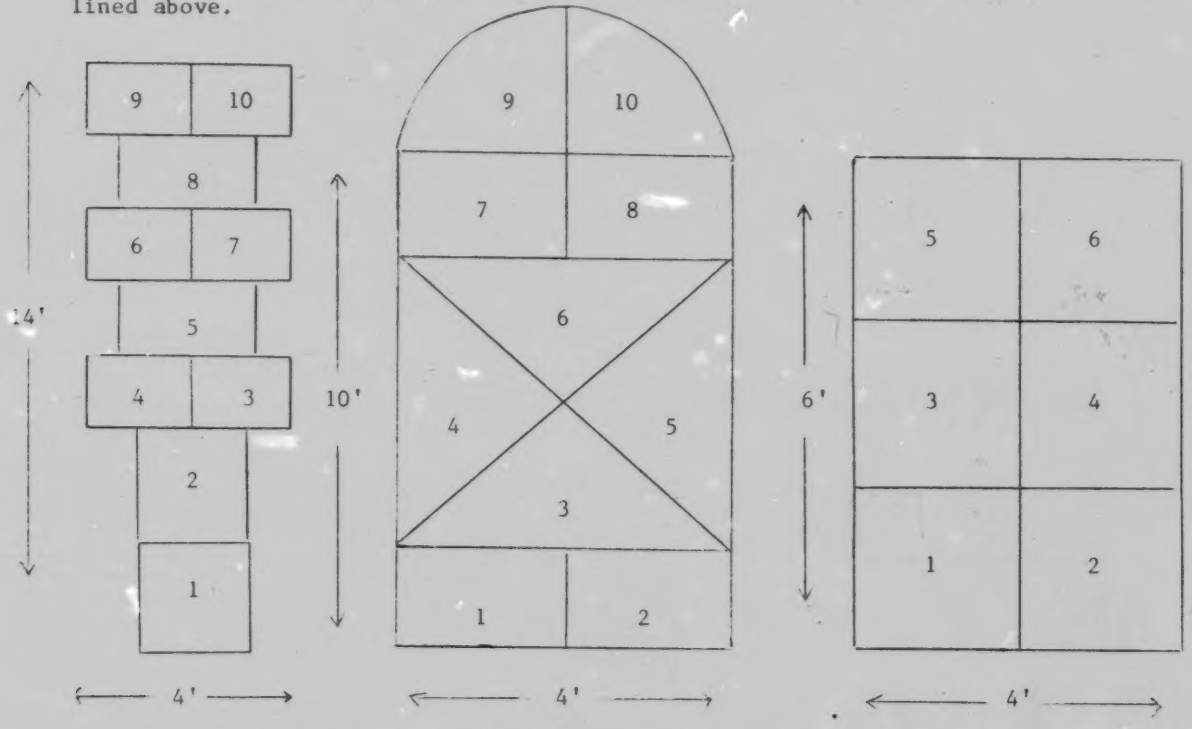
Players advance singly by placing the heel of one foot against the toes of the other. Contact must be made with each step. Adjust the turning point to the age level.

Hopping Relay and Sore Toe Relay may be used as build-ups for or alternates with Heel and Toe. In Hopping Relay, the players simply hop on one foot. In Sore Toe Relay, they grasp one foot with both hands and hop to the turning point. There they change feet and hop back to the starting line.

23. HOP SCOTCH

The Health and Physical Education Department furnishes cut-out forms for painting the hop scotch games shown below. The forms are designed to be painted either on a 48-inch wide side walk or on other paved areas around the school. Normally after first painting the forms should be repainted every other year.

Hop scotch is designed to implement the physical activities pupils may participate in before school, during recess, and after school. Pupils in the lower grades should be instructed in the correct way to play hop scotch once or twice yearly during the instructional program and encouraged to use as outlined above.



24. HOP, SKIP OR JUMP TAG

Playing Area: Gymnasium or playground
Players: 6 - 8 in a group
Supplies: None
Grade Level: K - 2

One player is "It," and "It" designates movement - hopping, skipping or jumping. He tries to tag one of the other players, who are also moving as specified. When a player is tagged, he becomes the new "It." From time to time the teacher calls, "Change feet," and then all those who are being chased must hop on the other foot. "It" may tag anyone while the change is being made.

With younger children, the teacher should watch for signs of fatigue in hopping on one foot and make the call for change of movement.

25. MAGIC CARPET

Playing Area: Classroom, gymnasium or playground, using squares drawn on playing area
Players: Any number
Supplies: None, or record for music
Grade Level: K - 2

Draw one or more squares on the floor. Children following a leader walk, skip, or hop through the squares, which are magic carpets. At signal all stop. Those caught on magic carpets are eliminated. This may be done to music. The signal to stop may be sudden cessation of music, clapping hands or blowing a whistle.

26. MIDNIGHT

Playing Area: Playground
Players: Any number
Supplies: None
Grade Level: K - 2

One player is the fox, and the others are sheep. The game starts with the fox in a den in one corner of the play area. The sheep are in a sheep-fold marked in the diagonally opposite corner. The fox leaves his den and wanders about the meadow (playground), whereupon the sheep also come forth and approach as close as they dare. They keep asking him, "What time is it?" If he says, "Three o'clock," or "Eleven o'clock," etc., they are safe; but when he says "Midnight!" they must run for the sheep-fold, the fox chasing them. Sheep caught become foxes and assist the first fox. When there are more than one fox, they should hold up their hands while chasing. The last sheep caught becomes the fox for a new game.

27. MODIFIED PULL-UP

Playing Area: Gymnasium or playground
Players: Any number, boys and girls
Supplies: Pull-up bar or jungle gym
Grade Level: K - 4

The pupil stands facing the bar, which is adjusted to the approximate height of his armpits. He grasps the bar with an overhand grip (Hands shoulder-width apart, palms of the hands facing away from the body, thumbs under the bar). The pupil assumes the position for starting the pull-up by extending his arms. In the suspended or starting position, the body is held perfectly straight. The extended arms form a 90-degree angle with the body line and the body line an angle of 45 degrees with the floor or ground. The feet should be resting on a mat or braced to prevent their slipping. From this starting position the pupil raises his body by pulling with the arms until the arms are fully bent and his chest touches the bar. He then lowers his body to the starting position. The exercise is repeated as many times as possible.

28. MUSICAL ARCHES

Playing Area: Gymnasium, playground or classroom, circle formation
Players: Any number
Supplies: Record: Capt. Jinks M103; a whistle
Grade Level: K - 6

Two players make an arch and attempt to get a player every time the music stops or the whistle is blown. When a player is caught, he stands inside the circle until another player is caught. Then these two form a circle on the other side of the room. They continue making arches until 1 player is left. He is declared the winner.

Variations: Circle activities may be included in this activity.
Statues: The activity is performed the same as musical arches, but the players stop instantly and hold the position as statues.

29. OLD MOTHER WITCH

Playing Area: Playground - circle 9 feet in diameter, 25 feet from goal line
Players: Any number
Supplies: None
Grade Level: K - 2

A child is selected to play the Old Mother Witch. Old Mother Witch settles herself within the circle. The children chant:

"Old Mother Witch
Fell in a ditch
Picked up a penny
And thought she was rich!"

While chanting, they run into and through her circle. The witch asks them repeatedly: "Whose children are you?"

They answer with any name or person that occurs to them. The witch does nothing. However, when any child says, "Yours!" that is the signal for the witch to give chase. The children run toward their goal line. A child tagged becomes the witch, and the play continues.

If Old Mother Witch cannot move quickly enough to catch anyone, two or more witches may be used.

> I hope that here in America more and more the ideal of a well-trained and vigorous body will be maintained neck and neck with that of the well-trained and vigorous mind.
>
> William James (1890)

30. OVERHEAD PASS RELAY

Playing Area: Classroom, gymnasium or playground
Players: Teams of 4 in line formation
Supplies: 1 ball for each team
Grade Level: K - 7

The first player in each line passes the ball over his head to the next player. All succeeding team members pass the ball over their heads to the player behind. The last player in the line, on receiving the ball, runs along the right side of his file to the head of the file and passes the ball back overhead again. This procedure is repeated until all players have returned to their original places. The first team to finish is the winner.

Variations: Through the Legs Relay: Each team member passes the ball backward between his legs to the next player.
Over and Under Relay: The first player passes the ball backward over his head. The second player passes the ball backward between his legs.
Right Side Relay: Each team member passes the ball to his right side.
Left Side Relay: Each team member passes the ball to his left side.

All of these relays may be played without any running if players will face in the direction of travel of the ball after they have completed their pass.

31. RED LIGHT

Playing Area: Gymnasium or playground; two lines 25 feet apart
Players: Any number
Supplies: None
Grade Level: K - 3

All players stand behind 1 line except 1 player who stands on a goal line with his back to the players. He counts up to 10 as rapidly as possible, then shouts "Red Light!" and turns around quickly. While he is counting, the others run toward the line on which he is standing but try to stop and keep perfectly still while the player who has counted is looking at them. If any player is caught moving, he is sent back to base (starting line). The first player reaching the goal line is the winner and counts for the next game.

> The principal aim of gymnastics is the education of all youth and not simply that minority of people highly favored by Nature.
>
> Aristotle (305 B.C.)

32. RED ROVER

Playing Area: Gymnasium or playground; two lines 15 feet apart and 50 feet long
Players: Any number
Supplies: None
Grade Level: K - 2

One player who is "It" stands between the two lines. The other players choose the side of the playing space from which they all start. "It" calls out:

"Red Rover, Red Rover
Let all come over!"

All players must then run toward the opposite boundary line. Any player tagged assists "It" thereafter in tagging others, but "It" always gives the signal by shouting the above verse. The last one tagged is "It" for the next game.

Teaching Suggestions:

1. Select only a smooth surface.
2. Advise the players to be alert in avoiding collision with others.
3. Some noise is expected in this hilarious type of game; however, children should be advised that excessive boisterousness should be avoided.

33. RING MASTER

Playing Area: Classroom
Players: Any number
Supplies: None
Grade Level: K - 2

All players form a circle without holding hands. A ring master stands in the center of the circle and pretends to flourish a whip. As he turns, he calls out the name of some animal and all move around the circle imitating that animal. When the ring master says, "Now all join the circus parade," each imitates any animal he desires. The teacher or class may choose the one who has done the best imitation.

34. RELAY RACE

Playing Area: Gymnasium or playground; two lines 15 feet apart
Players: Teams of 4
Supplies: None
Grade Level: K - 4

Mark off a starting line and a goal line. Teams with an equal number of players line up, each team in single file behind the starting line. On signal the first player in each file runs to the goal line, touches it, runs back again, tags the hand of the second player, and goes to the end of the line. The tagged player runs to the goal line in the same manner. Continue until all the players have run. When a runner starts, his file moves forward, and the waiting player toes the starting line. The team wins the race whose last runner first crossed the starting line on his return.

Variations: Hopping, skipping, crawling on all fours, etc. for distance marked off.

35. SIMON SAYS

Playing Area: Classroom - semi-circle or line formation
Players: Any number
Supplies: None
Grade Level: K - 2

The players stand. One is chosen leader, whom the others follow. The leader says, "Simon says, Jump!" and he begins jumping, as do all the players. He may say, "Simon says, Stop!" All the players should then stand still. If he says only "Stop," the players who stop are caught and must sit down. As only Simon must be obeyed, the words "Simon says" are necessary to start or stop any activity. The last player to remain standing wins the game. Many active movements, rather than passive ones, should be used.

Variation: Do This, Do That: When the leader says, "Do This," the players imitate the action; but if the leader says, "Do That," the players who imitate the leader are penalized.

36. SQUIRRELS IN TREES

Playing Area: Gymnasium, playground - circle formation
Players: Any number in groups of 3: 2 players (trees) who hold hands and 1 player (squirrel) who stands between the trees
Supplies: None
Grade Level: K - 2

The trees and squirrels stand in a single circle with considerable space between them. There should be, in addition, 1 or more extra squirrels who are without trees. The teacher or leader claps her hands or blows a whistle, and all of the squirrels must run for another tree. They may not return to the tree they have just left. The odd squirrels try to secure a tree. Any left without trees become the odd squirrels. Each player representing a tree should become a squirrel, and vice versa.

37. STOP AND START

Playing Area: Playground
Players: Any number
Supplies: None
Grade Level: K - 2

Children run in the direction pointed out by the teacher and stop immediately when the whistle blows. Then the teacher may point in another direction and give the command "Run," "Hop," "Skip," etc. Children who do not stop or follow directions immediately are assigned to a second group. The object of the game is to see who will be the last player in the original group.

38. FIRE ENGINE

Playing Area: Playground or gymnasium - 2 lines 25 feet apart
Players: Groups of 4 arranged in a circle
Supplies: None
Grade Level: K - 2

Each group is given a number. The players are stationed in any order back of 1 line. The fire chief, who stands in front at some distance from the players, gives an alarm by clapping his hands or jumping in the air. The number of signals given indicates the group which runs to the goal line and back, starting when the chief calls, "Fire!" The first player back becomes chief. If the chief calls, "General alarm--fire!" all run.

39. FIRE ON THE MOUNTAIN

Playing Area: Gymnasium or playground - circle formation
Players: Any number
Supplies: None
Grade Level: K - 2

The children form 2 circles with 1 circle representing trees standing inside the other circle representing bears. In the center is one player who is "It." He begins clapping his hands as he calls, "Fire on the mountain. Run, Bears, run!" The trees remain standing, while the bears run to the right behind them. When "It" stops clapping, he and the bears run to stand in front of a tree. The one who does not find a place to stand becomes the new "It." In the next game, the trees and the bears exchange roles.

40. KANGAROO RELAY

Playing Area: Gymnasium, playground or classroom - 2 lines 15 feet apart
Players: Teams of 4 arranged in single file
Supplies: 1 ball for each team
Grade Level: K - 2

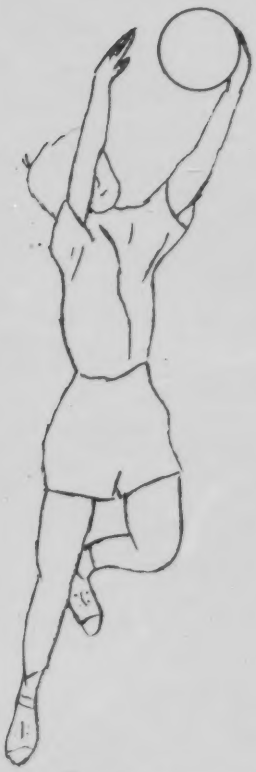
The players stand behind the starting line. The first player of each team places a playground ball between his knees and at the starting signal jumps to the line on the other side of the playing space, keeping the ball between his knees without touching it with his hands. If the ball falls, he must pick it up and replace it at the point where it fell. Upon reaching the line, he takes the ball in his hands, runs back to the starting line, where he gives it to the next player on his team who should be toeing the line. He then takes his place at the rear of his team. Continue until all players have run. The team wins when each of its members has completed the run and is standing in a straight line at attention.

41. PUSH-UPS

Playing Area: Gymnasium, playground or classroom
Players: Any number in line formation
Supplies: None
Grade Level: 2 - 7

Assume front support position with arms and body straight, hands placed on floor under shoulders with fingers directed forward. Bend elbows, lowering chin to floor and then push shoulders up to starting position. Repeat as many times as possible.

Suggestions: Keep body straight throughout stunt. Keep elbows close to trunk as chin is lowered to floor.



> The discovery of the educational possibilities of the play side of life may be counted one of the greatest discoveries of the present day.
>
> L. P. Jacks (1932)

GAMES OF LOW ORGANIZATION

Grade III and Up

42. ALASKA BASEBALL

Playing Area: Playground
Players: 4 to 6 on each team
Supplies: Playground ball or soccer ball
Grade Level: 3

One team is at bat and the other in the field. A straight line provides the only out-of-bounds, and the team at bat is behind this line at about the middle. The other team is scattered in the fair territory.

One player propels the ball by batting it. His teammates are in a close file just behind him. As soon as he sends the ball into the playing area, he starts to run around his own team. Each time the runner passes the head of the file, the team gives a loud count.

There are no outs. The first fielder to get to the ball stands still and starts to pass the ball back over his head to the nearest teammate, who moves directly behind him to receive the ball. The remainder of the team in the field must run to the ball and form a file behind the ball. The ball is passed back overhead with each player handling the ball until the last player in line has a firm grip on it. He shouts "Stop!" At this signal, a count is made of the number of times the batter ran around his own team. Allow 5 batters to bat and then change the teams. This is better than allowing 1 entire team to bat before changing to the field, as the players in the field get quite tired from too many consecutive runs.

43. ALL RUN

Playing Area: Gymnasium or playground - 2 lines 25 feet apart
Players: Teams of 4
Supplies: None
Grade Level: 3 - 4

All players stand on a starting line. Players number off by 4's. One child is "It" and stands in the center of the playing area. "It" calls a number from 1 to 4. The players whose numbers he has called run to the goal line and back again. The player who gets back across the starting line first is "It" for the next time. If "It" chooses, he may call "All Run!" and all children run to the goal line and back.

Teaching Suggestions:

1. Be sure all players know their numbers before starting to play.
2. If certain individuals excel so as to be "It" to frequently, divide into ability groups.

44. AROUND THE ROW RELAY

Playing Area: Classroom
Players: 4 to 6 in each row
Supplies: none
Grade Level: 3 - 4

The game starts with all players seated, and with an even number in each row. At a signal, the last player in each row leaves his seat on the right-hand side, runs forward, continues around his row, and enters his seat on the right-hand side. Score a point for the winning row. Then signal those sitting in next-to-last seat to run, etc. The row scoring the greatest number of points is declared winner.

45. BAT BALL

Playing Area: Playground
Players: 4 - 7 on each team
Supplies: Playground ball, homeplate, 1 base for each playing area
Grade Level: 3

The playing field consists of a home plate and a base 40 feet (may vary) in front of home plate and at right angles to a line drawn through it. Ten feet in front of the plate a "scratch" line is drawn. No fielder with the exception of the catcher, who is behind the batter, may be nearer the batter than this line; and a hit ball to be fair must fall beyond this line. The team at bat lines up to the left of home plate and each player in turn tosses the ball up and hits it with his hand or fist. He then attempts to circle the base and get back to home plate safely. The batter is allowed 2 attempts to hit the ball into fair territory beyond the scratch line. If he fails he is out. If, after hitting a fair ball, he fails to make the circuit around the base and back to home plate before the catcher receives the ball and steps on the plate, he is out. If a fly ball is caught by a fielder, he is out. Fielders are not allowed to take more than 1 step with the ball before passing it to another fielder. If they do, it is a foul; and the run is awarded. Three outs retire the side, and the fielding team goes to bat. (Play area may be limited by designating side boundary lines).

46. BLACKBOARD RELAY

Playing Area: Classroom
Players: Teams of equal number
Supplies: Blackboard and chalk for each team
Grade Level: 3 - 4

Drawing Pictures: The group decides on the picture that will be drawn. Rows of equal numbers compete as teams. In this case, a picture of a cat is drawn, although any type of picture will serve. The first pupil in each row is given a piece of chalk. At a signal the first pupil in each row runs to the blackboard and draws a circle to represent the head, runs to his seat, and passes the chalk back to the next in line, who runs up, draws a larger circle below the head, and returns to his seat, passing chalk to the next in line. The action continues in the same manner. The next adds 1 ear, the next another ear, and the next the tail. Arrange the individual parts of the picture so that they represent each member of the team and form a complete picture in the end.

Variation: Geography Relay: Students write states, rivers in Europe, cities of their own states, etc. No duplications are allowed in a given row.

47. BOUNDARY BALL

Playing Area: Volleyball court
Players: 4 to 6 on each team
Supplies: Playground ball or soccer ball
Grade Level: 3

Using volleyball court, place each team on half of court, facing the center. The line back of each team is that team's goal line. Give each center team a ball. At a signal, each attempts to throw the ball so that it will cross the other team's goal line. To cross the goal line fairly, it must cross on the bounce or roll across. Balls going across on the fly do not count. Each team tries to prevent the ball thrown by the other from crossing its goal line. The players may move about freely within their own end of the court but may not enter the opponents' half. After the first throw, the balls are thrown back and forth at will. The team which succeeds in throwing across the opponents' goal line first, wins.

48. CIRCLE RACE

Playing Area: Playground
Players: Girls in 1 circle - boys in another circle
Supplies: None
Grade Level: 3

Players first stand in a circle facing the center, arms' distance apart. They then turn right (around in a single file in the same direction). At a signal, all start to run around the circle, each trying to pass on the outside the runner next in front of him. Any player passed drops into the center of the circle and is out of the race. The last player wins.

49. CLASP TAG

Playing Area: Playground
Players: Squad formation - game for each squad (4 games)
Supplies: None
Grade Level: 3

Players should be restricted to an area 50 feet by 50 feet. The children scatter over the playing area. "It" runs after and tries to tag 1 of the players. A player may escape being tagged by running away or by clasping his hands behind his back. When a player is tagged, he becomes "It" and they change places.

Variations: Stoop Tag, hold nose with one hand, left foot with the other, etc.

> To members of school boards, school administrators, teachers, and pupils themselves, I am directing this urgent call to strengthen all programs which contribute to the physical fitness of our youth.
>
> John F. Kennedy (1961)

50. CIRCLE KICK BALL

Playing Area: Playground
Players: Squad
Supplies: Soccer ball
Grade Level: 3 - 7

Players form a circle, hands joined. A soccer ball is introduced, and is kicked from 1 side to the other, pupils kicking only with the inside or outside of foot (not with toes). The players should prevent the ball from passing to the outside of the circle with any part of the body, but must not break hands. An imaginary line divides the circle into 2 teams. Each player endeavors to kick the ball through the opposing side. A point is scored for the other team if a player kicks the ball overhead or through the opposing side.

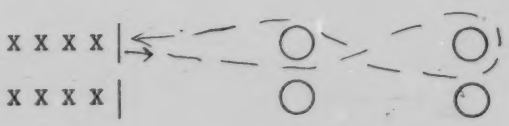
Variations: Players must stop the ball by trapping before kicking.

51. FIGURE 8 RELAY

Playing Area: Classroom, gymnasium or playground
Players: 3 to 4 players in line formation
Supplies: Bowling pins or traffic cones; lines marked on court or floor
Grade Level: 3

Teams consisting of 3 or 4 players stand in file formation behind starting line. Directly in front of each line, place a row of objects 30 to 60 feet away. On signal, first person of each line runs forward, starting a figure 8, running to his team, and touching the right hand of the next player in his line. Relay is continued until all players have run.

Variations: Dribbling ball, hopping, skipping, jumping, etc.



A daily program of directed physical education should be provided for all high school pupils.

National Conference for Mobilization of Education (1951)

52. FOREST LOOKOUT

Playing Area: Playground
Players: Class divided by sex
Supplies: None
Grade Level: 3

Form in double circle with all players facing center. Those on t nside represent trees. Each member of the outside circle takes his place behind one of the trees. The one selected as Lookout takes his place in the center and says, "Fire in the mountains! Run! Run!" and begins clapping. All on the outside circle behind the trees begin running to the left. When they have gone around the circle once or twice, the Lookout suddenly stops clapping and takes his place in front of a tree. The runners do the same. The one that can find no tree becomes Lookout, and the former trees are now runners.

53. KEEP AWAY

Playing Area: Gymnasium or playground - half basketball court
Players: Two teams, 4 on each team
Supplies: Basketball, playground ball, or soccer ball
Grade Level: 3

Members of each team try to keep the ball away from the other team by quickly passing the ball among themselves. The other team endeavors to intercept the ball, and when they are successful, pass it among themselves while the first team attempts to regain it. Players cannot walk, run or hold the ball more than 3 seconds before passing it to a teammate. There is no winning in this game except the satisfaction of keeping the ball away from the other team for long periods of time.

Variations: A point is scored each time a team can advance the ball over the end line.

54. LEAP FROG RELAY

Playing Area: Playground or gymnasium
Players: 3 to 4 line formation (boys only)
Supplies: None
Grade Level: 3 - 4

Each player leans forward, placing his hands on his knees in leap frog position. The files should be spread to give sufficient room. On signal, the rear player of each team vaults over all of his players in turn and when he reaches the head of his line, he leans forward and takes his position there. As soon as the rear player has passed the next-to-the-rear player, this player also starts vaulting. The relay continues until the players are in the same position in their file as at the start. The first team to get its players back into their original positions is winner.

55. 3 PIN BOWLING

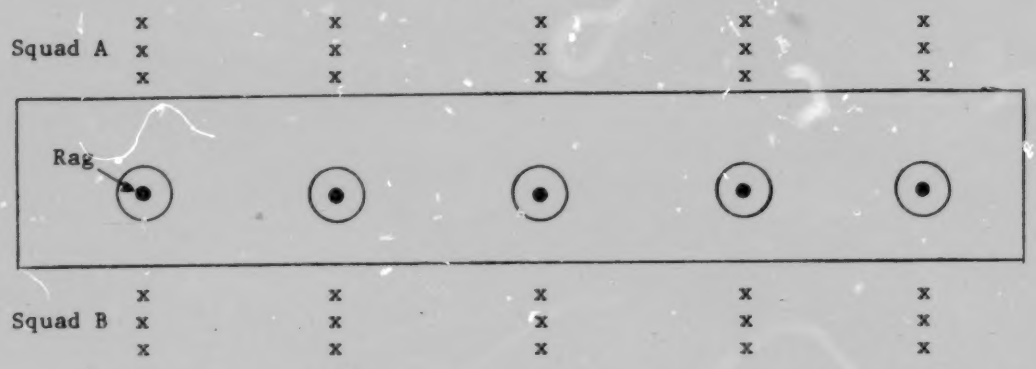
Playing Area: Classroom or gymnasium
Players: 3 to 4 in a group
Supplies: Bowling pins, softballs
Grade Level: 3 - 4

Three bowling pins are placed 12 inches apart in a triangle formation, apex toward bowler, 1 in front of each aisle. Each player in turn, standing with feet behind a line drawn about 20 feet from his own set of pins, tries, by bowling (not throwing) a softball, to knock down the pins. One point is scored for 1 pin, 3 for 2 pins, and 5 for all 3 pins knocked down. Individual rows may compete against each other.

There are frames (10) for each bowler, but this number will vary according to the number of points scored in each frame. Points as earned are added to the previous points scored, and the total is marked in frame just bowled.

56. RAG HOCKEY

Playing Area: Playground or gymnasium
Players: 4 to 6 on a team
Supplies: Rag in center circle for each team
Grade Level: 3 - 7



A rag is placed in the center opposite each team. On a signal the first person in line runs to the rag that is in front of his team; using his foot, he tries to push the rag across his starting line before the other person can take the rag from him. The player must slide the rag on the floor with the foot without touching any part of the opponent's body except his foot. One point is scored for the team that has the highest number of rags returned to their starting line.

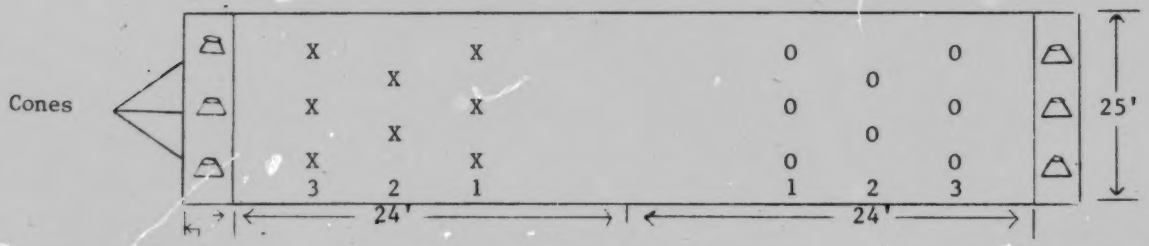
> The discovery of the educational possibilities of the play side of life may be counted one of the greatest discoveries of the present day.
>
> L. P. Jacks (1932)

GAMES OF LOW ORGANIZATION

Grade IV and Up

57. BOMBARDMENT

Playing Area: Standard volleyball court (see diagram)
Players: 2 teams of 8 per team
Supplies: 6 bowling pins or 6 traffic cones and 1 playground or kickball for each team
Grade Level: 4 - 5



The object of the game is to knock down the pins or cones in opponents' court. A player on each team is given a ball. Upon a given signal, each player throws his ball into the opponents' court in an attempt to knock down the pins. An opponent tries to catch the ball and throw it back immediately to knock down the pins on the opposite side. The balls are thrown back and forth until the end of the game. The teams defend their pins by stopping or catching the balls. A player recovering the ball may throw it back himself, or he may pass it to another player on his own side. The ball must be thrown and not kicked.

When the leading score is 3 points, players on line Number 3 move forward to Number 2, and Number 2 to Number 1. When the leading score is 6 points, players again rotate in this manner.

If a ball goes outside the field of play, over either the sideline or the boundary line, the nearest player recovers it and throws it from the place where it left the court to one of his own players.

After a pin has been knocked down, it should be set up in its former position.

If a ball thrown from the opposite side knocks down a pin, or if it is knocked down by a defensive player, 1 point is counted for the opposite side. Nine points constitute a game.

Teaching Suggestions:

1. Advise players to keep positions assigned to them for effective play.
2. The game may be played with 1 or more balls.
3. A player should pass the ball to another if the other player is in a better position to throw it.
4. The size of the playing area may be increased or decreased to meet the needs of the group.
5. The game may be played without bowling pins, counting 1 point scored every time the ball passes over the end line and between 2 players.

58. COFFEE, TEA, AND MILK

Playing Area: Classroom - 3 squares each 3 x 3 feet on floor, labeled
"C" for coffee
"T" for tea
"M" for milk
Players: Class
Supplies: None
Grade Level: 4 - 5

All children start moving around the room in a line or circle, varying their steps as the teacher or leader directs. They may walk in giant strides, tiptoe, hop on both feet, hop on one foot, skip, and so on. The direction around the room is changed frequently. All aisles or parts of the room should be used. The teacher or leader does not watch the children. At various times he or she claps. This is the signal for the children to stop. Children standing in the area marked "M" for milk get one point; children standing in coffee or tea areas have a minus one. All children remain in the game until it is over. The child with the highest score wins. Children must be sure to stop immediately when the clap is heard. As soon as the teacher claps, he turns around. Children caught moving may also have a minus one score. The reason the teacher has his back to the class when he claps is so that he will not know where any child is; thus no one will feel that the teacher has been unfair. More areas may make the game more fun.

59. CIRCLE PASS RELAY

Playing Area: Gymnasium or playground
Players: Squads of 6 to 7 in a circle
Supplies: 1 or more balls per circle
Grade Level: 4 - 7

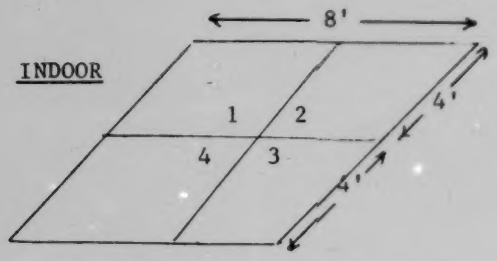
Squad leader has the ball and on a signal passes to next player on his right. The passing is continued around circle until the ball comes back to the squad leader. The squad leader calls out "One" and continues to pass the ball until a designated number has been reached. The first squad to pass the ball around the circle the designated number of times is the winner.

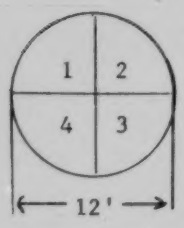
Variations:
1. Pass with 1 hand only.
2. Pass overhead.
3. Roll ball from person to person.
4. If ball is dropped, start over.
5. If player drops ball and can touch it with both hands (providing it wasn't thrown too hard), he is eliminated. If a player makes a bad pass, he is eliminated.
6. Introduce 3 or 4 balls per circle.
7. If player drops the ball it counts against his team.

> Lack of activity destroys the good condition of every human being, while movement and methodical physical exercise save it and preserve it.
>
> Plato (380 B.C.)

60. FOUR SQUARE

Playing Area: Playground: 8' x 8' squares (see diagram)
Players: 4 or more per game
Supplies 1 playground ball per game
Grade Level: 4 - 7





OUTDOOR

Multiple Use Area
Basketball Key

Formation: Player to each square or circle

Object: The object of the game is to advance to No. 1 square or circle and remain there as long as possible.

Rules:

1. The first player starts the game by letting the ball bounce in his own area and then hitting it underhanded with either or both hands, so that it bounces in any of the other areas.
2. The players in the receiving square or circle must hit the ball underhanded on the first bounce into another square or circle.
3. Play continues until someone misses, fists the ball, or hits it out of bounds. When that happens, he goes to area No. 4 and the others move up one.
4. The ball must arch at least 1 foot high.
5. Players may go out of court to return a ball.
6. A player must not hit the ball more than once in succession.
7. Players must not hit the ball with any part of the body except hands.
8. The ball should not be caught at any time during the game except when someone fouls.

Fouls:

1. Failure to return the ball to another square or circle
2. Striking the ball with the fist
3. Causing the ball to land on any inside line (If the ball hits on an outside line, it is considered good)
4. Allowing the ball to touch any part of the body except the hand or hands
5. Slamming - hitting the ball so that it goes above the opposing player's head
6. Spinning - unless all 4 players know how to spin.

Suggestions:

1. If additional players wish to play:
   (a) A line may be formed and when a player misses, instead of going to area 4, this player goes to the end of the line and the first player in line moves into area 4.
   (b) Each player has a substitute player. When a player misses or fouls, no advancement is made, but his substitute replaces him.
2. Two areas may be played with 2 players with 1 line between them. Outside boundaries are helpful, but not necessary. Players should agree on where "outside" is.
3. "Small wars" are permitted, but may not last longer than 1 minute.

61. HAND POLO

Playing Area: Basketball court
Players: 9 per team: 3 goalkeepers, 1 center and 5 fielders
Supplies: 1 soccer ball per game
Grade Level: 4 - 5

At the beginning of the game, each team is stationed in its own half of the court. The 3 goalkeepers are placed at intervals directly in front of their goal line, and the 5 fielders are scattered between their goal line and center field, the center player astride center line facing opposing center player. Goal keepers should rotate the center and field positions after each goal is made.

Serving. The ball is placed on the center circle by the referee, each center placing 1 hand on the ball. The ball is put into play when the referee's whistle is blown, by each center's attempting to push or strike the ball to his teammates, who try to push it down the field over the opponents' goal. A goalkeeper may use 1 or both hands to bat the ball or to pick up the ball and throw it back on the ground away from his goal. If the ball is struck out of bounds (across a boundary line of the court), it is returned by a member of the opposite team. He rolls it back between both teams (fielder and center) who line up inside the court facing each other about 6 feet apart.

The object is to push or roll ball across opponents' goal line (end line).

The penality for using 2 hands and for kicking the ball is a free bat on the ground for the opposite team, taken where foul was made. Opposing team must be 10 feet back.

Scoring. A team receives 1 point each time the ball crosses the opponents' line. A time limit for playing may be established.

Fouls:
1. Using 2 hands, except goalkeepers
2. Striking the ball with closed hand
3. Kicking the ball

62. BOWLING

Playing Area: Gymnasium or playground - 3 foot triangle, apex toward bowler, foul line 25 feet from apex of triangle
Players: 3 to a team
Supplies: 10 duckpins, 3 softballs for each team
Grade Level: 4 - 7

Without stepping over the foul line, each player bowls by rolling the balls, 1 at a time, along the cement or floor and tries to knock over all the pins. The ball may not be thrown. Three trials are permitted each player unless all pins are knocked down on first or second ball.

SCORING:
1. There are 10 frames for each bowler.
2. The number of pins knocked down in each frame is added to the previous number knocked down.
3. Strike: all the pins are downed with the first ball. A strike counts 10 pins plus the number of pins the bowler downs with the first 2 balls in the next frame.
4. Spare: all the pins are downed with the first 2 balls. A spare counts 10 plus the number of pins the bowler downs with the first ball in the next frame.
5. By adding up the number of pins downed in each frame, the total is determined.

63. THROW AND CATCH RELAY

Playing Area: Playground or gymnasium
Players: Teams of 4 to 5
Supplies: 1 playground ball for each line and volleyball nets or a rope 6 to 8 feet from the ground
Grade Level: 4 - 5

On signal, the first player runs forward, tosses the ball over the rope, catches it on the other side, returns to his team, hands the ball to player next in line, and passing to the right, goes to the foot of the line.

The failure to throw the ball over the rope or the failure to catch the ball after it has cleared the rope results in a point for the opposing team.

64. AGILITY RUN (POTATO RACE)

Playing Area: Playground
Players: Individual or team
Formation: Relay
Supplies: 2 wooden blocks for each line, with 1 placed in each of 2 circles 1 foot in diameter, 34 and 42 feet in front of starting line
Grade Level: 4 - 7

Note: For detailed description and diagram, refer to track and field unit of instruction, page 239.

GAMES OF LOW ORGANIZATION

Grade V and Up

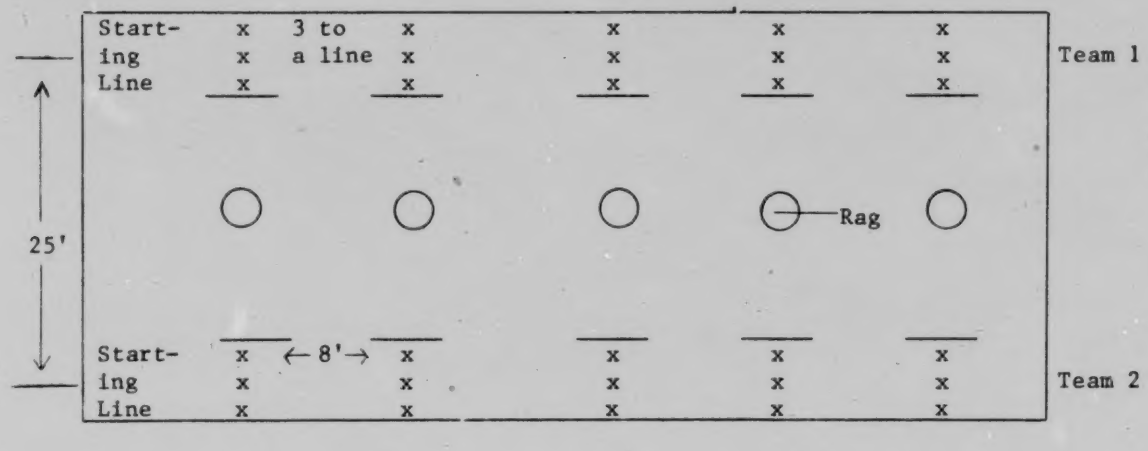
65. CAPTURE THE BACON

Playing Area: Gymnasium
Players: Teams of 3 - 4
Supplies: 1 rag for every 2 lines
Grade Level: 5 - 7

The object of the game is for the player to snatch the rag with his hand and run across his own starting line without getting tagged. On command the person whose number is called runs out to his rag and tries to grab it and run across his own starting line without getting caught. If he does so, he has "captured the bacon."

Have each half of the class play as a team, and after each round ask those who have "captured the bacon" to hold it up. Give a point to the team of each player who has the rag. Then reset rags in center of floor and have second person take turn.

Fouls: 1. Kicking rag
2. Pushing opponent with hands



66. A DOZEN WAYS OF GETTING THERE

Playing Area: Gymnasium or playground
Players: Class divided into lines
Supplies: None
Grade Level: 5 - 7

Number the players from front to rear. Those numbered alike are then told the manner in which they are to progress. The first may hop; the second, skip, etc. Each player on returning to the starting line touches off the next player and then goes to the rear of the line. The line to finish first, wins.

67. GEOGRAPHY RELAY

Playing Area: Classroom
Players: Class members, in desks
Supplies: 1 piece of chalk per line
Grade Level: 5 - 7

Played like "Blackboard Relay" except that players write on the board the name of some state in the Union, or of some river of Europe, or of some city of their own state. The row that finishes first without errors in spelling, capitals, or subject matter, wins. No duplicate names are allowed in a given row.

68. HOOK ON

Playing Area: Gymnasium or playground
Players: Lines of 4, with 2nd, 3rd, 4th persons holding the waist of the person in front of them.
Supplies: None
Grade Level: 5 - 7

An extra player, or players, attempt to "hook - on" at the rear of any file; and each file tries, by evading this extra player, to prevent his "hooking - on." When the extra player succeeds, the first player in this file becomes the odd man and tries to "hook - on" to a file of players.

69. LEAP FROG RELAY (BOYS ONLY)

Playing Area: Gymnasium of playground
Players: Teams of 6 to 7
Supplies: None
Grade Level: 5 - 7

Each player leans forward, placing his hands on his knees in leap frog position. The files should be spread to give sufficient room. On signal, the rear player of each team vaults over all of his players in turn, and when he reaches the head of the line, leans forward and takes his position there. As soon as the rear player has passed the next-to-the-rear player, this player also starts vaulting. Continue until the players are in the same position in their file as at the start. The first team to get its players back into their original positions is the winner.

> Intellectual progress is conditioned at every step by bodily vigor. To attain the best results, physical exercises must accompany and condition mental training.
>
> Comenius (1650)

70. EXERCISES

Playing Area: Classroom, gymnasium or playground
Players: Lines or squads, boys in front - girls in back
Supplies: None, although music is helpful
Grade Level: 5 - 7

The exercises described below are basic exercises that should be given to all boys and girls at the beginning of each period. Pupils should understand the purpose of each exercise and the parts of the body involved. Pupils should be told why the exercises are important and should be encouraged to practice them at home.

Teachers may feel free to include other exercises after the basic group has been mastered. When possible, exercises should be given to music in order to enhance further the effectiveness of the exercise program. Honor Your Partner Album 15 offers excellent supplementary exercises to this basic group for upper elementary students.

1. Postural Exercise:
   Attention!
   Hands behind neck--place!
   Elbows backward--push!
   Elbows--relax!
   By count--One! Two!

2. Lateral Trunk:
   Attention!
   Feet apart and raising arms sideward--jump!
   Touching right hand to left toe--touch!
   Arms sideward--raise!
   Touching left hand to right toe--touch!
   Arms sideward--raise!
   By count--One! Two! Three! Four!

3. Back:
   Hands behind neck--place!
   Trunk lowering forward--lower!
   Trunk upward--raise!
   By count--One! Two!

4. Abdominal: Sit-ups - Knees Flexed (Should be done on mats)
   On back--lie down! Knees flexed.
   Sit-up--up!
   On back--lie down!
   By count--One! Two!

   Note: This exercise should be demonstrated by pupils on a table. Pupils should be encouraged to practice at home. It is not advisable to have pupils do these in class unless mats are being used since their clothes may become soiled.

5. Leg:
   Attention!
   Hopping on left foot--hop!
   Hopping on right foot--hop!

71. APPARATUS

Objectives

Strength: Arms, shoulder-girdle, abdomen

Emotional: Social development; physical courage

Organization

1. An apparatus instructional period should be started with exercises or short runs in small groups of 3 or 4.
2. For drills, there should be no more than 4 or 5 children to each group.

Safety in Apparatus Play

1. Facilities and other ground conditions should be free from hazards.
2. Children should be placed so that interference between them cannot occur.
3. Children should be trained to be attentive to their own group activity and obedient to their leader.
4. Children should show a sense of responsibility for the safety of others during activity periods.
5. Leaders should be trained in safety precautions.
6. A warm-up period or short run before instructions begin will insure safety in performance of stunts.

Use of Ladder and Jungle Gym

A. Slanting Ladder

1. Have child climb to the top of slanting ladder and back to ground.
2. Have child climb to the top of slanting ladder and over to the other side.
3. Have child on first rung of ladder, facing away from ladder, grasp second rung with both hands, extend both arms and legs

backward as far as possible, throwing trunk forward without bending knees. Repeat 10 times.

4. This may be used as a relay, having each child return to end of line as quickly as possible.

5. Have child stand under ladder extending both arms over head; grasping closest rung to him in this position. He then walks across hands to the other side, until toes touch ground.
6. Have child climb top of ladder in the above position and come down on the left or right side.

B. Horizontal Ladder

1. Have child travel forward across the ladder by grasping each rung of the ladder.
2. Using same procedure as above, grasp every other rung and travel to the opposite side.
3. Have child travel forward across the ladder by grasping each rung. turn body, and return forward.

4. Have child hang by the arms and swing the body back and forth. He should keep the knees and ankles together throughout the swing
5. This can be used as a relay. Have child climb to top of ladder, cross first 5 rungs and drop to ground, return to team and tag first person, they return to end of line.

C. Jungle Gym

1. Have child climb through 1 side of the bar to the other.
2. Have child climb to top of bar, cross over top of bar and climb down opposite side.
3. Start at end of bar. Have child climb to top of bar and return down right or left side.
4. Have child climb up the side of bar and come down the middle.

5. Have child stand on first rung, facing ladder, and grasp second rung with both hands. He leans back as far as possible, extending arms without bending knees, and returns to original position (modified pull-up).

Skills

A. Chinning

1. The pupil jumps to a hanging position with his feet completely off the ground. He pulls himself up, bending his elbows until his chin is on a level with the bar. He then lowers himself until his arms are straight. He continues to raise and lower himself as many times as possible.

2. Chinning with support. The child places his hands on a low bar about 3 feet high, extending his legs out in front, with his knees bent at right angles. His weight is supported by his feet and arms. In this position, he bends his elbows until his chin is on a level with the bar. He then lowers himself to a straight-arm position. He continues this as long as possible.

B. Hanging on Bar: Alternate Knee Raising

From a hanging position, the child raises first 1 knee until the thigh is parallel to the floor, and then the other. He continues this several times without pause. His score is the number of times he raises each leg.

C. Turn-Over on Low Bar

The child grasps the bar with the palms of his hands toward him, raises his knees to his chest, lowers his head, swings his legs between his arms for a complete turnover, and touches the ground with his toes. He returns to his original position by reversing this action.

D. Front Support on Low Bar (boys only)

The child grasps the bar with the back of his hands towards him, jumps to a straight-arm position with his weight supported by his arms, his thighs resting against the bar. He holds this position several seconds. The entire body should be held straight from head to toe.

E. Roll Over on Low Bar

The child grasps the bar with the palms of his hands toward him, lowers his head and at the same time raises his legs, bends at the waist, and swings his legs over the bar for a complete roll-over.

F. Backward Single Knee Circle

1. The child supports himself on the bar with both hands in the regular position and grasps one knee.
2. The child extends himself from the bar with the leg still gripping the bar tightly.
3. Upon passing the lowest part of the arc, the pupil shortens the radius by pulling up with the arms until he stops at the original position.

> I hope that here in America more and more the ideal of a well-trained and vigorous body will be maintained neck and neck with that of the well-trained and vigorous mind.
>
> William James (1890)

72. BASKETBALL UNIT OF INSTRUCTION

INCLUDING LEAD-UP GAMES AND RELAYS

Origin and Development

Dr. James A. Naismith introduced basketball to a class at the Y.M.C.A. College in Springfield, Massachusetts, on January 29, 1892, this date being generally accepted for the invention of the game. The first rules of the game were printed in the school paper, the Triangle, and clearly show that the game was a combination of the basic fundamentals of lacrosse and association football. The first team was organized at the Y.M.C.A. College in 1892, and played its first game with the Twenty-sixth Separate Company of the United States Army.

Objectives

1. To develop strength, endurance, flexibility, agility, and speed through big muscle activity
2. To learn to be member of a team; also to observe a desirable mode of conduct as a player, as a student and as a citizen in the community
3. To learn to develop skills, not only for school, but for team games in leisure time
4. To develop the ability to pass the ball, using the push or chest pass
5. To develop the ability to catch the ball while in motion and while standing still
6. To develop the ability to shoot, using the two-hand chest shot and the two-hand underhand shot
7. To develop the ability to bounce the ball
8. To develop the ability to dribble the ball
9. To develop the ability to guard an opponent

10. To acquire an understanding of offensive team play
11. To acquire an understanding of the rules governing the conduct of various basketball skill practices, skill games, and elementary team games.

Basic Rules

1. Five players constitute a team.
2. The players advance the ball down the court by dribbling or passing.
3. The player must not walk with the ball.
4. Two points are scored when the ball is thrown from the field (field goal); 1 point is scored for a successful free throw.
5. The game is played in 4 quarters. If the score is tied at the end of the game, 1 or more extra periods are played.
6. An infraction of the rules is either a violation or a foul.

Values of Activity

1. Physical development
2. Building muscles
3. Eye-hand coordination
4. Strength
5. Stamina
6. Learning skills
7. Team play
8. Sportsmanship

Safety Procedures

1. No intentional fouls allowed
2. Tennis shoes required
3. Mats on wall under each basket required

4. Time-outs provided

5. Boys against boys - girls against girls

6. Wearing of rings, watches and other jewelry prohibited

7. Short fingernails required

8. If glasses worn, guards obligatory

BASKETBALL SKILLS

Dribbling

One of the ways in which the ball is advanced is by dribbling. The ball should be tapped with the open hand, using either hand or alternate hands. Bounce the ball no higher than the waist. The player controls the ball more easily as he moves if he leans forward with knees slightly bent.

Catching

Catching below the waist, cup the palms toward the ball, little fingers touching. Catching above the waist, cup the palms toward the ball, thumbs touching.

Passing

Chest Pass - Hold the ball chest high between the outspread fingers of both hands, with elbows close to the sides; pass the ball from this position by extending the arms straight forward and releasing the ball just before the arms are fully extended.

Push Bounce Pass - Hold the ball waist high between the outspread fingers of both hands; pass the ball from this position by quickly extending the arms and releasing the ball so that it bounces in a specific direction.

Chest Bounce Pass - Proceed as in push bounce pass, holding the ball at the chest instead of the waist.

Long Pass - Place the right foot, 10 to 12 inches behind the left foot; keep weight on right foot, and rotate the trunk to the right. Hold the ball back over the right shoulder with the right hand behind and partly on top of the ball, the left hand steadying it. As the ball is thrown, the right arm is extended forward; the trunk is rotated to the left, and the left arm swings backward. Weight is transferred to the left foot.

Two-Hand Overhead Pass - Hold the ball overhead slightly forward between the outspread fingers of both hands, the hands behind the ball. Pass the ball from this position by a forward movement of the arms and a snap of the wrist, at the same time stepping forward with either foot in the direction of the throw.

Pivoting

Guarding

Shooting

Chest Shot - Hold the ball chest high between the outspread fingers of both hands, elbows in half-bent position, knees slightly bent, eyes fixed on rim of basket. Straighten elbows and knees and push the ball toward the basket. In the follow through, jump or keep the feet on the floor.

Chest Foul Shot - Same as chest shot, except the player stands behind the foul line. As he shoots for the basket, he straightens his knees and rises on his toes, keeping them on the floor.

Underhand Foul Shot - Stand behind the foul line feet apart, knees slightly bent, finger tips holding the ball in front of the body, arms extended downward, eyes fixed on the basket. Swing the arms upward and release the ball in the direction of the basket, extending knees, rising on toes, and keeping eyes on the basket.

Note: The foul line may be moved closer to the basket, depending on the size and ability of the children.

Foot Work

Team Strategy

ORGANIZATION FOR INSTRUCTION

Review organizational techniques outlined in Section II, Organization.

Dribbling

1. Organize class or classes and divide by sex as shown in Section II, Organization, Diagram of multiple-use area. Space pupils properly, using painted white and yellow circles.
2. Use basketball, soccer or playground balls in order to have one ball for each pupil. Balls assigned to classroom should be used when insufficient number is available from physical education teacher.
3. Drills - Use in-line formation, remaining in place and/or moving in elongated circle formation
   a. Right-hand Dribble
   b. Left-hand Dribble
   c. Dribble, using alternate hands
   d. Turn in place left, then right, dribbling alternately.
   e. Move forward, dribbling right or left.
   f Move backward, dribbling right or left.
   g. Dribbling relays - see lead-up games later in unit.

Passing and Catching Drills (using all types of passes)

Formation: Line, squads facing, 1 ball for each couple

1. On commands, practice various types of passes.
   a. Two-hand chest
   b. Two-hand chest bounce
   c. Push bounce pass

d. One-hand long pass

e. Two-hand over-hand pass

f. One-hand bounce pass

2. Divide groups into teams of 4 players each. The first 2 players run forward, passing while advancing, passing ahead of receiver, also practicing bounce passes.

3. Three players run in a figure eight. Player in center has ball and throws ball to player on right, shifting to right, putting right player in center. He throws to player on left and runs in back of player. Left player, now in center of line, throws ball to player at right, runs in back of this player, etc. Players strive to pass ahead of receiver with accuracy, avoid running with ball, catch while running, and pass with speed.

RELAYS AND LEAD-UP GAMES FOR BASKETBALL

After the basic fundamentals outlined above are sufficiently learned by pupils, activity involving these skills may be further taught through participating in relays, basketball lead-up games, and basketball as outlined in the remainder of this unit.

72-A. CIRCLE TOUCH BALL

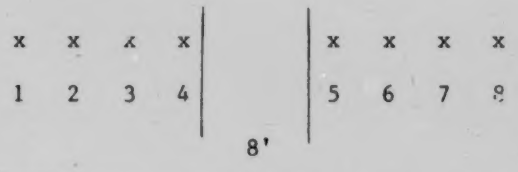
Playing Area: Gymnasium or concrete area
Players: Squad per circle
Supplies: 1 basketball for each squad circle
Grade Level: 5 - 6

Players stand in a circle, several feet apart, with an odd player in the center. He tries to touch the ball, which is tossed rapidly from 1 circle player to another across the circle in any direction. Should he be successful, the one who last touched the ball changes places with him.

Variations: 1. All must use bounce pass.
2. All must use chest pass.
3. All must use overhead pass.

72-B. SHUTTLE PASSING DRILL

Playing Area: Gymnasium or concrete area
Players: 4 to 8 per team
Supplies: Basketball, or soccer ball, for each team
Grade Level: 5 - 7



The players take positions as indicated in the diagram, and the drill is begun by player Number 4, who passes to Number 5. Number 4 takes a position behind Number 8; Number 5 passes to Number 3 and takes a position behind Number 1. The drill continues in this way with each player, upon gaining possession of the ball, passing to the first player in the opposite line, then moving to right of faced line, taking his place at the end of the line.

72-C. SHUTTLE DRIBBLING PRACTICE

Playing Area: Gymnasium or concrete area
Players: 4 to 8 per team
Supplies: Basketball, or soccer ball, for each team
Grade Level: 5 - 7

The organization and procedure for this is the same as for the Shuttle Passing Drill above, except that the lines should be 30 to 40 feet apart, and the ball is dribbled back and forth instead of passed.

72-D. DRIBBLE AND SHOOT RELAY

Playing Area: One goal for each team
Players: 4 per team
Supplies: Basketball or soccer ball for each team
Grade Level: 5 - 7

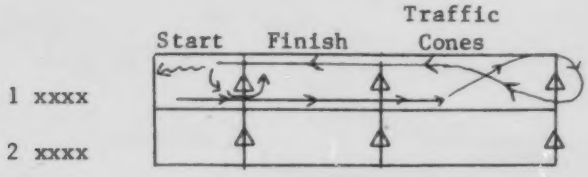
The first player of each team dribbles from starting line, runs to a shooting position, and attempts to make a basket. He shoots until a basket is made, then dribbles back to the line and gives the ball to the second man, who continues the play. The team finishing first wins.

> A daily program of directed physical education should be provided for all high school pupils.
>
> National Conference for Mobilization of Education (1951)

72-E. FIGURE "8" DRIBBLE AND PASS RELAY

Playing Area: Gymnasium or multiple-use area
Players: 4 per team
Supplies: Basketball or soccerball for each team
Grade Level: 5 - 7

Participant dribbles to right of first and second cones; to the left and around third cone, to the right of second and around first cone, and passes to next player. Race ends when first team member receives pass from fourth team member.



72-F. ARCH GOAL BALL RELAY

Playing Area: One goal for 2 - 4 teams
Players: 4 per team
Supplies: Ball for each team
Grade Level: 5 - 7

Each team has a ball and lines up in front of the basket. The foul throw line is the starting line. Players of the different teams line up in a single file behind the throwing lines, facing the baskets. Each rear player has a ball. Set length of time for play is three to five minutes. On signal the ball is passed forward with both hands over the heads of the players until it reaches the front; then the front player throws for goal. Whether he makes it or not, the thrower gets the ball and runs to the rear of the line. The play is then repeated. The side having made the most goals when time is called is the winner.

72-G. PASS AND SHOOT RELAY

Playing Area: One goal for each 2 - 4 teams
Players: 4 per team
Supplies: Ball for each team
Grade Level: 5 - 7

Each team has a ball and lines up in front of the baskets. The ball is passed back through the legs of the team members. When the last person in line receives it, he dribbles the ball to the front and shoots at the basket. After each person retrieves his ball, he runs to the front of his line, turns, and passes the ball back through his legs. This continues until the leader of each team returns to his original position. Each basket made scores two points. The team with the most points at the end of a set time is the winner.

72-H. Basketball "21"

Playing Area: Area with 1 goal for each 2 teams
Players: 4 - 8 per team
Supplies: Basketball, soccer, or playground ball
Grade Level: 5 - 7

The object of the game is for a player to win the game by being the first to score 21 points.

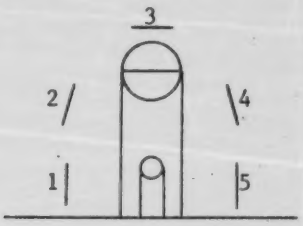
The players take positions, one behind the other, with the first one back of a starting line. The first player shoots from behind the starting line, then recovers the ball, and shoots from where he recovered it. If he fails to hit the basket or backboard with the first shot and the ball bounces out of bounds before the player can recover it, he may bring it to the point where it crossed the boundary line for his second shot. When a player has completed his turn, he throws the ball to the next player and goes to the end of the line. The game continues in this way, with each player shooting in turn until a player succeeds in making 21 points or more. Two points are recorded for the first shot if it is successful, and 1 point if the follow-up shot is successful.

NOTE: Seven or Bust may be used as a variation. In this game, the playing rules are the same, except that the player, in order to win, must have exactly 7 points. If he scores more than 7, he must start again.

72-1. AROUND THE WORLD

Playing Area: One goal with key area
Players: 4 - 8 per team
Supplies: 1 ball for each team
Grade Level: 7

Mark 5 stations, in chalk around basket, or use any available lines around court as shown in diagram below. There should be 5 lines.



One line should be close to the basket so that the player is almost directly beneath the basket. Another should be about 3 or 4 feet from that line and out slightly. The third line should be at the foul line or a short distance beyond. The fourth line should be opposite the second line, and the fifth line should be beneath the basket opposite the first line.

The players line up behind the first line. The first player takes his shot. If the shot is in, the player moves on to the next line and shoots from there. If the first shot is missed, the player must go to the back of the line and await his turn to try again. When a player moves on to the second line, he shoots. If he misses, he has his choice of taking another chance, making it and moving along, or missing and going to the back of the line again. If he wishes not to try again, he may start at that line and try for the basket when his turn comes again.

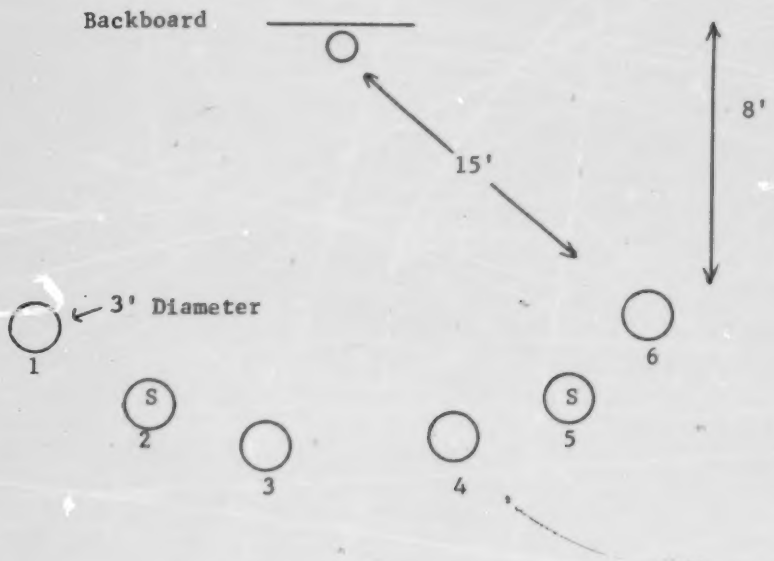
The object of calling the game "Around the World" is to keep up the interest of the children. You will find that by making interesting names for the countries, the children will go all out for the competition.

> It should not be forgotten that it is through play that the path is opened toward occupations of a later age, and it is for this reason that the majority of games are imitations of work and actions which will be used later in life.
>
> Aristotle (350 B. C.)

72-J. SIX HOLE BASKETBALL

Playing Area: One basketball goal and key area
Players: 4 - 8 players
Supplies: Basketball
Grade Level: 6 - 7

Six three-foot circles are made around the basketball goal, as shown in the diagram. The players line up and take turns in attempting to throw baskets, starting on the left at circle Number 1. Every basket made advances the player 1 hole, and he continues to progress until he fails to make a basket. Holes 2 and 4 are marked "Safety." If a player overtakes another player in a hole not marked "Safety," the first player must return and start over again. The person wins the game who first makes the circuit of holes and returns to the starting point. A player overtaken on his return goes back to hole Number 6, rather than hole Number 1



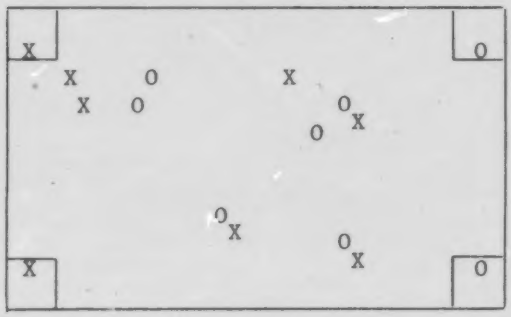
> The discovery of the educational possibilities of the play side of life may be counted one of the greatest discoveries of the present day.
>
> L. P. Jacks (1932)

72-K. CORNER GOAL BALL

Playing Area: Basketball court with a chalked square in each corner
Players: 2 teams of 8 players
Supplies: Basketball or soccer ball
Grade level: 5

Two teams of 8 players each are needed for this game. A 4 foot square is drawn on each corner of the basketball court. The 2 squares at one end of the court belong to 1 team, while the other 2 belong to the opponents. Each team has a player stationed within each of its squares. This player must keep at least 1 foot inside the square at all times. The other 6 members of the team may play anywhere on the court as in basketball. The game is started with a jump ball between 2 opponents at the center of the court. In order to score, a team must pass the ball successfully to 1 of its corner players. One point is scored each time a pass is caught by 1 of the corner players. After a score is made, play is resumed with a throw-in by the opponents from the end line nearest the corner.

Regulation basketball rules are followed in passing the ball. No player may get into the opponent's corner. If a foul is committed, a free throw for the corner is awarded. This throw is taken from the spot where the foul occurred. If the throw reaches the teammate without touching the floor, a score is made. Opponents are not allowed to guard during a free throw.



A daily program of directed physical education should be provided for all high school pupils.

National Conference for Mobilization of Education (1951)

72-L. END BALL

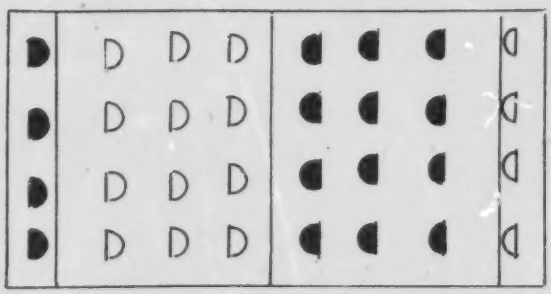
Playing Area: Basketball court
Players: 2 teams of 12 - 16
Supplies: Basketball or soccer ball
Grade Level: 5

The area is divided into 2 equal courts. At the end of each court a base approximately 5 feet wide is marked off for the end man. The other players remain in formation and may move 2 steps in any direction when attempting to catch the ball. See diagram.

The leader starts the game by throwing the ball to a player, who throws the ball to an end man on his team. The players of the opposing team try to intercept the ball. A point is scored when an end man catches the ball on the fly. Play continues for a five-minute period. End men then move to the first row; all other players move back 1 row, and players in the last row become the end men. The game continues with the players rotating after each five-minute period. The team with the higher score wins.

Rules: A ball out of bounds is recovered by the player nearest to it and returned to his team.
If a player and an end man catch the ball at the same time, the end man loses the ball.
When 2 opposing players get possession of the ball at the same time, the ball is tossed up between them.
The team loses the ball when a player walks or runs with the ball or when a player steps over the boundary lines.

Suggestion: Place 1 team on the court and practice rotation. Place the other team on the court (have first team stoop down) and practice rotation.
Have guards in the back line pass the ball up to the guards in the front line. In this way the passes to the forwards will be shorter and more accurate. Also, more children will handle the ball.
Award the ball to the guards of the team scored upon after a score is made.



72-M. FOUR PASSES AND SHOOT

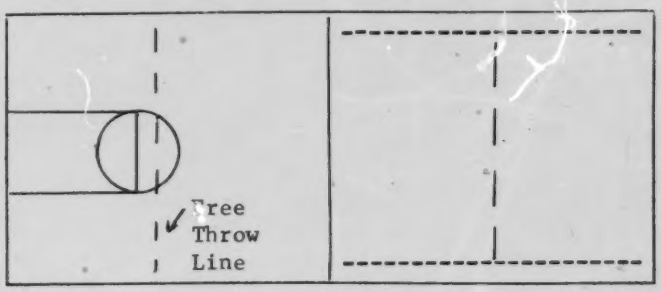
Playing Area: Half of basketball court
Players: 2 teams of 3 - 5 each
Supplies: Basketball, soccer, or playground ball
Grade Level: 5

Play "Keep Away," using rules of basketball.

On receiving a pass, the team member calls "One" or "Two", etc. When 4 consecutive passes have been made, the player with the ball may shoot for the basket if he is in position for it or pass to another player in better position to shoot. Each basket scores two points. If the basket is missed, the team may continue shooting until a basket is made or until the other team recovers the ball. After a basket has been made the team scored upon puts the ball in play at foul line.

72-N. ONE GOAL BASKETBALL

Playing Area: Half court
Players: 2 - 3 on team
Supplies: Basketball or soccer ball for each 2 teams
Grade Level: 5 - 7



The object of the game is to throw the ball through the opponent's goal. In this case, where both teams are shooting for the same goal, the following rules should be enforced:

1. The team in possession of the ball shoots for the goal.
2. If the team in possession of the ball shoots for the goal but fails to make it and the opponent takes possession of the ball, the opponent must return the ball back over the free throw line before he shoots for a goal.
3. If the team in possession of the ball shoots for a goal and completely misses the backboard, it is considered a "free ball." If it is caught by the opponent, the opponent may shoot for the basket without returning the ball to the free throw line.

NOTE: In general, with the exception of the rules stated above, the rules governing fouls, penalties, and playing situations are the same as those in basketball.

72-O. SIDELINE BASKETBALL

Playing Area: Half of basketball court
Players: 2 teams of 5 - 8
Supplies: Basketball or soccer ball
Grade Level: 5 - 7

One team lines up on 1 sideline with the opposing team on the opposite sideline. At a signal, the first 3 players from each team come out on the court. The ball is put into play by a toss-up between 2 opposing players at the foul line, each jumper facing his own sideline. Regular basketball rules are used, with the following exceptions.

1. Every other pass attempted must be made to the sideline; that is 1 pass may be made to a teammate on the court; but upon receiving the ball, this player must in turn pass to a member of his team on the sideline, or, if in position, he may shoot for goal.
2. If an attempt for goal is made and the goal is missed, then the ball, regardless of which team recovered it, must be first passed to the sideline before another attempt to shoot for the goal may be made.
3. When a goal is made, 2 points are given to the team scoring, and the court players of <u>both</u> teams go to the foot of their sideline as 3 new players of each team come on the court. The ball is put into play from across the center line by a member of the team which did not make the goal.
4. Sideline players are in the game at all times - receiving passes, passing back to players on the court, passing up and down the sideline, and reaching in to intercept passes or to knock down and recover balls. However, they must keep 1 foot back of or in contact with the sideline at all times. They are not eligible to shoot.
5. A ball going out of bounds on the side is thrown in by a sideline player on that side, regardless of who causes it to go out of bounds.
6. Teams do not change after a foul is made.
7. When a player fails to pass to the sideline at the proper time, the ball is given to a sideline player of the opposite team.

Note: This game should be used <u>only when insufficient number of courts or balls prohibits half court basketball</u> or other games with all pupils participating.

> If you would cultivate the intelligence of your pupil, cultivate the power that it is to govern. Give his body continual exercise.
>
> Rousseau (1750)

72-P. BASKETBALL

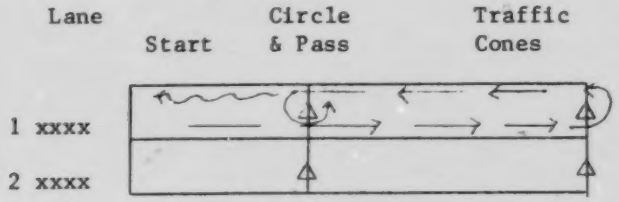
Playing Area: Basketball court, inside or out
Player: 2 teams of 5 each
Supplies: Basketball for each game
Grade Level: 5 - 7

Basketball is a team game played on a court by 2 teams of 5 players each. The object is to throw the ball into the team's own goal and to prevent the opponents from securing the ball or scoring. The ball may not be carried or kicked, but must be advanced by passing or dribbling.

The 2 teams of 5 players each are composed of right and left guards, right and left forwards, and center. At the beginning of the game, 2 guards of 1 team stand between the opposing forwards and the forward's goal, while the 2 forwards of the same team are guarded similarly at the opposite goal. The 2 opposing centers take the toss-up or jump ball. After the jump ball is completed, the 10 players may play anywhere within the court boundaries.

72-Q. DRIBBLE AND PASS RELAY

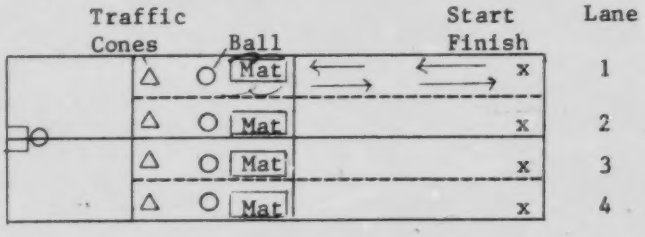
Playing Area: Basketball court, inside or out
Players: Teams of 4 each
Supplies: Basketball and 2 traffic cones for each lane
Grade Level: 5 - 7



Participant dribbles around second cone, dribbles to and around first cone and passes to next participant. Race ends when first team member receives pass from fourth team member.

72-R. BASKETBALL SKILLS-FITNESS RUN

Playing Area: Basketball court, inside or out
Players: Individual
Supplies: Basketball, traffic cones and mat for each lane
Grade Level: 5 - 7



Run to mat, do 1 forward roll, pick up basketball and dribble to cone, shoot set shot (must be made before proceeding), dribble to mat, place ball in can on floor, do 1 forward roll, run to finish.

73. KICKBALL UNIT OF INSTRUCTION

Including Lead-Up Games

Origin and History

Kickball is essentially a running and kicking game requiring balance, speed, ability and endurance. It is an outgrowth of baseball and softball. The true origin of kickball is unknown, but Abner Doubleday has been credited as the founder of baseball at Cooperstown, New York, in 1839. The diamond as we now know it was drawn by Alexander Cartwright in 1845, in New York City.

Objectives

1. To develop agility
2. To increase the knowledge and strategy in team play
3. To develop skill for further play of the game of soccer
4. To develop coordination in running and throwing
5. To develop good sportsmanship.

Safety Procedures

1. The students should avoid base sliding.
2. The play area should be free from hazards such as broken glass, sharp stones, holes, barbed wire and slick places.
3. Each player should keep his eyes on the ball to avoid being hit unexpectedly by the ball.
4. Each player should be taught the correct way of kicking a ball, tagging a player, catching a ball, and running to base.
5. Players should be instructed to play own positions, call fly balls, and refrain from rough play.
6. No player (defensive) should be allowed within 15 feet of home plate before the ball is kicked.

Basic Rules

Playing Area: Ball diamond with bases 30-40 feet apart; pitcher's line 15 to 20 feet from home plate. (See diagram)

Equipment: 4 bases made of wood or rubber, or sacks filled with sand or sawdust; soccer ball.

Formation: Players are divided into 2 teams. One team stands behind home plate, and each member takes turn as the kicker. The other team goes to the field with a pitcher and a catcher elected by the members. After 3 members of the kicking team have been put out, the kicking team goes to the field and the fielding team becomes the kickers. Players rotate positions on the field so that all evantually have a chance to be pitchers and catchers.

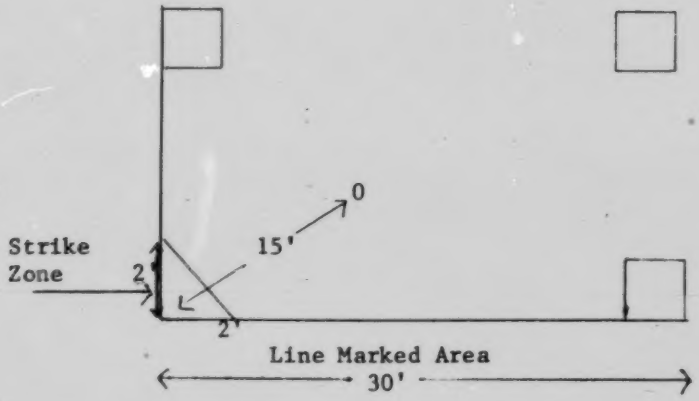
Procedure: The game is played according to softball rules, with the following exceptions:

1. The pitcher rolls the ball to the waiting kicker, who attempts to kick the ball into the field and then run to first, second, third and home bases before being tagged or thrown out by the other team. He may not steal or play off base while the ball is in the pitcher's hands preparatory to a roll.

2. A base runner is out if "tagged out" or "thrown out" before reaching first, second, third, or home plate. He is "tagged out" if the ball is in the hands of the baseman or fielder when he tags the base. He is "thrown out" if the base is touched before he reaches it, either (a) by the ball while in the hands of the baseman or fielder, or (b) by some part of the body of the baseman or fielder while holding the ball.

Scoring: Each successful run to home plate scores 1 point. The team wins that has more points at the end of 7 innings; that is, when each team has had 7 turns at kicking, or when the teacher designates end of play.

Diagram of Kickball Diamond



It is recommended that a Strike Zone as shown above be marked off at home plate to speed up kickball game. Any ball pitched by the pitcher and rolling through the Strike Zone without being kicked is a strike. Three strikes make an out.

Basic Skills

1. Rolling the ball
2. Kicking
3. Throwing
4. Running
5. Catching

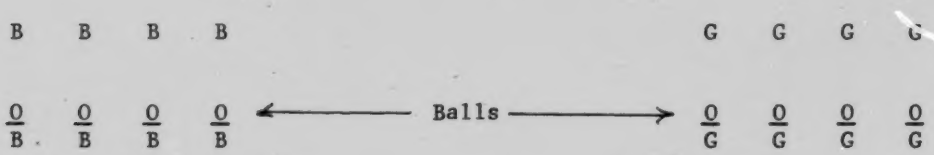
Organization for Instruction

1. See Section II, Organization for Organizational Techniques.
2. A ball should be provided for every 2 pupils.
3. For diamond play no more than 5 pupils per team should be allowed.

Procedures in Teaching Skills

Each period of instruction should include some of the skills practice as outlined, to improve skills proficiency.

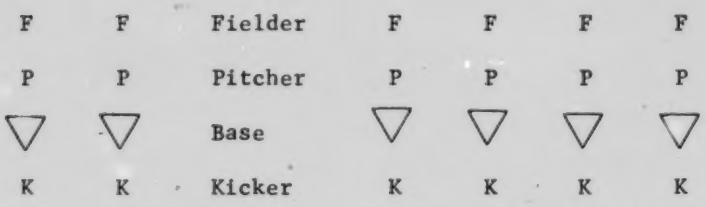
Basic Skill Drill: The skills of rolling, pitching, kicking, catching, and passing should be introduced and taught in pairs, 1 ball for each pair.



The distance between pairs will vary depending upon the skill being practiced. As directed, pupils should practice skills outlined above.

Three Man Drill: One ball should be provided for each 3 pupils. Pupils practice in groups of 3.

1. The pitcher rolls the ball to kicker.
2. The kicker kicks, attempting to control kick, and kicks it to fielder (or pitcher).
3. The fielder catches ball and passes to pitcher.
4. After several kicks the players rotate, allowing all to be fielder, pitcher, and kicker.



A daily program of directed physical education should be provided for all high school pupils.

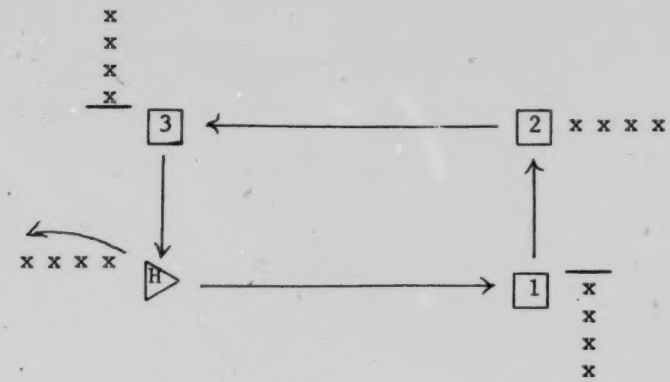
National Conference for Mobilization of Education (1951)

73-A. RUNNING THE BASES RELAY

The purpose of this drill is to have each player touch all bases before touching his home plate.

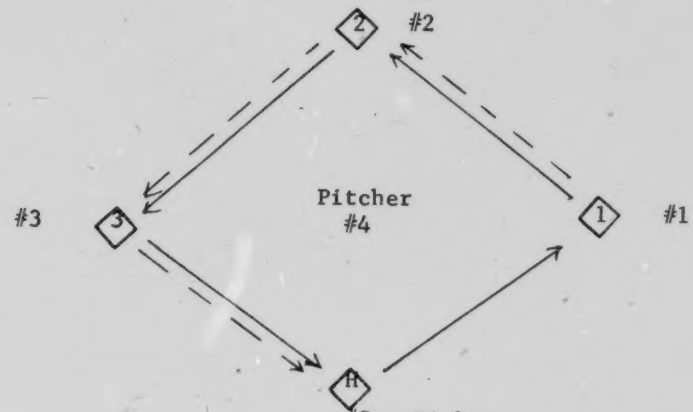
1. Each team of 4 lines up behind its home base as shown below.
2. A player from each team on signal runs, touching each base with his foot - first, second, third, home.
3. He tags next player on his team, who runs bases.
4. He goes to end of his team line and stoops or squats down.

The team finishing first wins relay.



73-B. BEAT THE BALL AROUND THE BASES

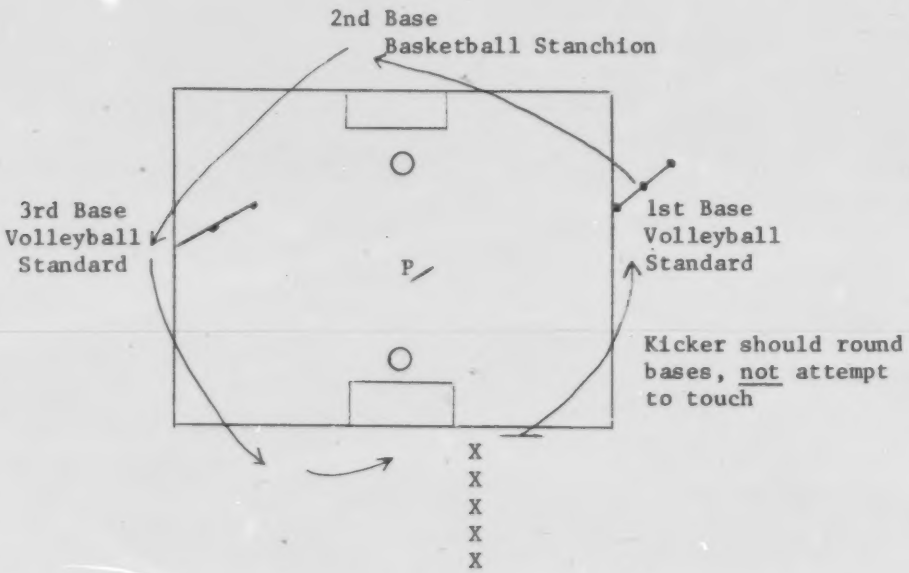
1. Six players are placed in diamond formation - a player to each base, a pitcher, a catcher and a kicker.
2. The pitcher rolls to the kicker, who kicks ball and runs bases in order.
3. The player catching or receiving the kick passes ball to first baseman, who tags first and passes to second who passes to third, who passes to home in an attempt to get ball to catcher before kicker rounds bases.
4. The kicker is out if ball is passed in order and reaches home base before he does.
5. Each player rotates, going to next numbered position after an out or after a kicker rounds bases 3 times successfully.



73-C. K.B.B. (KICKBALL, BASEBALL, BASKETBALL)

Playing Area: Basketball court
Players: 2 teams of 5 to 8 players each
Supplies: Soccer ball
Grade Level: 5 - 7

The object of the game is to kick the soccer ball from home plate into fair territory. Upon kicking the ball, the player runs around the bases, attempting to circle the bases without stopping and reach home plate before the members of the team on the field can retrieve the ball, make 3 passes to their respective teammates, and pass the ball to their shooters, who in turn try to score a basket. If the runner reaches home plate before the ball goes through the basket, he scores a point. If, on the other hand, the ball goes through the basket first, the runner is declared out. Three outs retire a side.



Three players are chosen as shooters. The shooters take their positions around the basket in convenient locations and do the shooting and scoring for their team for 1 inning. Changing shooters each inning provides every player with an opportunity to score during the game. Fielders retrieve the ball and make 3 passes to their teammates. A fielder can be in control of the ball for only 5 seconds. If a base runner fails to go around a base, he must re-circle the diamond, thus giving the shooting team another opportunity to score.

74. INDIVIDUAL MOVEMENTS AND BALL RHYTHMICS

UNIT OF INSTRUCTION

Kindergarten, Grades One and Two

Most of the drills in this section are designed for first and second grades. However, many of these drills are also enjoyed by the third, fourth and fifth grade pupils.

At all grade levels a review in ball handling drills should precede the rhythmical drills. Especially at this grade level the very simple ball handling skills should be accomplished first; e.g. double bounce relay, stationary dribble, walk dribble, bounce pass, toss pass, toss catch, etc. For detailed outline of ball handling drills, see Section II, Organization and Section V, Resource Materials, Basketball Unit of Instruction.

Past experience has shown that most of the drills can be used for more than 1 formation and exercised successfully in a small area as well as in the larger multi-purpose room. Under most circumstances any area that is accessible to music is recommended.

Basic instructions for Ruth Evans Childhood Rhythms Series and Sing and Do Series may be found on the jacket for each album.

Childhood Rhythms, Series VI - Evans

Formation for all records - circle, line or free

74-A. RECORD #601 - PUSH THE BUSINESS ON

1. Right hand bounce 2-3-4
   Left hand bounce 2-3-4
   Right hand bounce 2-3-4
   Left hand bounce 2-3-4.

2. Toss-catch-bounce-catch
   Toss-catch-bounce-catch.

3. Bounce - walk counterclockwise 2-3-4-5-6 catch.

74-B. RECORD #601 - MEXICAN SOCIAL DANCE

1. Right hand bounce 2-3-catch
   Left hand bounce 2-3-catch
   Right hand bounce 2-3-catch
   Left hand bounce 2-3-catch.

2. Bounce right - walk counterclockwise in place 2-3-4-5-6-7-catch
   Bounce left - walk clockwise in place 2-3-4-5-6-7-catch.

74-C. RECORD #602 - JOLLY IS THE MILLER

1. Bounce right hand 2-3-4-5-6-7-8
   Bounce left hand 2-3-4-5-6-7-8
   Bounce right 2-3-4-5-6-7-8
   Bounce left hand 2-3-4-5-6-7-catch.

2. Bounce - walk counterclockwise 2-3-4-5-6-7-8
   Bounce - walk clockwise 2-3-4-5-6-7-catch.

74-D. RECORD #603 - CLAP AND TAP

1. Bounce right hand 2-3-4-5-6-7-catch
   Bounce left hand 2-3-4-5-6-catch
   Bounce alternate right and left 2-3-4-5-6-7-catch.

Variation:

1. Bounce right 2-3-4-right leg over ball - catch
   Bounce left 2-3-4-left leg over ball - catch.

74-E. RECORD #603 - SEVEN AND THREES

1. Right bounce 2-3-4-5-6-7-catch
   Left bounce 2-3-4-5-6-7-catch.

2. Toss-up-catch
   Toss-up-catch.

3. Place ball between knees - jump counterclockwise 2-3-4-5-6-7..

4. Repeat numbers 2 and 3.

> If you would cultivate the intelligence of your pupil, cultivate the power that it is to govern. Give the body continual exercise.
>
> Rousseau (1750)

74-F. RECORD #604 - HOW D'YA DO, MY PARTNER?

1. Right hand bounce 2-3-4-catch
   Left hand bounce 2-3-4-catch
   Right hand bounce 2-3-4-catch
   Left hand bounce 2-3-4-catch.

2. Right hand bounce - skip counterclockwise 2-3-4-catch
   Left hand bounce - skip clockwise 2-3-4-catch
   Right hand bounce - skip counterclockwise 2-3-4-catch
   Left hand bounce - skip clockwise 2-3-4-catch.

74-G. RECORD #604 - SKIP AROUND YOUR PARTNER

1. Right hand bounce 2-3-4, left hand on left shoulder
   Left hand bounce 2-3-4-, right hand on right knee
   Right hand bounce 2-3-4, left hand on left shoulder
   Left hand bounce 2-3-4, right hand on right knee
   Walk counterclockwise in place - dribble right hand.

2. Toss-up-catch-bounce-catch
   Toss-up-catch-bounce-catch
   Toss-up-catch-bounce-catch
   Toss-up-catch-bounce-catch
   Walk counter clockwise in place - dribble right hand.

3. Right hand bounce 2-3-4-pass to (alternate hands)
   Left hand bounce 2-3-4-pass to
   Right hand bounce 2-3-4-pass to
   Left hand bounce 2-3-4-pass to
   Right hand bounce 2-3-4-pass to
   Left hand bounce 2-3-4-pass to right hand
   Walk counterclockwise in place - dribble right hand.

4. Bounce under right leg - catch - bounce - catch
   Bounce under left leg - catch - bounce - catch
   Repeat 2 more times
   Walk counterclockwise in place - dribble right hand.

> A daily program of directed physical education should be provided for all high school pupils.
>
> National Conference for Mobilization of Education (1951)

74-H. RECORD #605 - SATURDAY AFTERNOON

Figure 1
Bounce alternating right and left
1-2-3-4-5-6-7-8 - 1-2-3-4-5-6-7-catch.

Figure 2
Walk in circle around ball
Bounce right 1-2-3-4-5-6-7-catch-turn
Bounce left 1-2-3-4-5-6-7-catch.

Repeat Figure 1.

Figure 3
Skip in circle around ball
Bounce right 1-2-3-4-5-6-7-catch-turn
Bounce left 1-2-3-4-5-6-7-catch.

Repeat Figure 2.

Figure 4
Walk to right
Bounce right 1-2-3-4-5-6-7-catch-turn
Bounce left 1-2-3-4-5-6-7-catch.

Repeat Figure 1.

Figure 5
Slide, bouncing ball
Right 1-2-3-4-5-6-7-8
Left 1-2-3-4-5-6-7-catch.

74-I RECORD #605 - WALKING WITH MY PARTNER

Figure 1
Bounce right hand 2-3-4 - left 2-3-4
Bounce right hand 2-3-4 - left 2-3-catch.

Figure 2
Bounce under leg on "3"
Right 2-3-catch - 1-2-3-catch
Left 2-3-catch - 1-2-catch.

Repeat Figure 1
Repeat Figure 2
Repeat Figure 1
Repeat Figure 2
Repeat Figure 1
Repeat Figure 2.

74-J. RECORD #606 - GIRLS & BOYS DANCING

Figure 1

Bounce and walk right 1-2-3-4-5-toss up-catch
Bounce and walk left 1-2-3-4-5-toss up-catch
Bounce and walk right 1-2-3-4-5-toss up-catch
Bounce and walk left 1-2-3-4-5-toss up-catch.

Figure 2

Standing still,
Bounce right hand 1-2-3-4-5-6-7-change
Bounce left hand 1-2-3-4-5-6-7-change
Bounce right hand 1-2-3-4-5-6-7-change
Bounce left hand 1-2-3-4-5-6-7-catch.

Repeat Figure 1
Repeat Figure 2
Repeat Figure 1
Repeat Figure 2.

74-K. RECORD #606 - PEASE PORRIDGE HOT

Figure 1

Bounce right hand 1-2-3-change
Bounce left hand 1-2-3-change
Bounce right hand 1-2-3-change
Bounce left hand 1-2-3-change
Bounce right hand 1-2-3-change
Bounce left hand 1-2-3-change
Bounce right hand 1-2-3-change
Bounce left hand 1-2-3-catch.

Figure 2

Push ball forward and pull back to chest
1-2-3-hold, 1-2-3-hold
1 up, 2 down, 3 down toward knees, 4 up
forward 1-2-3-4-hold
forward 1-2-3-4-hold, 1-2-3-4-hold
1 up, 2 down, 3 down toward knees, 4 up
forward 1-2-3-4-hold.

Summary:

Figure 2:
Push 2-3-hold, pull-2-3-hold
Up-down-knees-up
Push 2-3-hold
Push 2-3-hold, pull 2-3-hold
Up-down-knees-up
Push 2-3-hold.

74-L. RECORD #M104 - POP GOES THE WEASEL

Variation With Balls

Formation: Lines 1-2 facing - 3-4 facing

1. Bounce ball to right 4 times
   Bounce ball to left 4 times
   Bounce ball to right 3 times - catch.

2. Toss ball in air and catch
   Repeat.

3. Persons in each line bounce pass ball to partners 6 times.

4. Toss ball in air and catch
   Repeat.

Summary:

1. Bounce right 2-3-4
   Bounce left 2-3-4
   Bounce right 2-3-catch.

2. Toss up and catch
   Toss up and catch.

3. Pass-catch
   Pass-catch
   Pass-catch
   Pass-catch
   Pass-catch
   Pass-catch.

4. Toss up and catch
   Toss up and catch.

> The principal aim of gymnastics is the education of all youth and not simply that minority of people highly favored by Nature.
>
> Aristotle (350 B.C.)

CHILDHOOD RHYTHMS - SERIES VI - EVANS

74-M. RECORD #405 - COMING THROUGH THE RYE

Formation: 1 line for boys - 1 line for girls

1. a. Step to the right, extending left foot behind right
   Bend both knees and bow
   b. Repeat to left
   c. Turn in place clockwise with 4 steps
   d. Repeat.

2. a. Slide right 4 times
   b. Slide left 4 times.

3. Repeat Number 1.

Summary:

1. a. Right-bend
   b. Left-bend
   c. Turn 2-3-4
   d. Repeat.

2. a. Slide right 2-3-4
   b. Slide left 2-3-4.

3. Repeat Number 1.

Variation With Balls:

1. a. Step to right - bend - bounce - catch ball 1 time
   b. Step to left - bend - bounce - catch ball 1 time
   c. Dribble ball 3 times and catch while turning in place.
   d. Repeat a,b,c.

2. a. Slide to right - dribble ball with right hand 3 times and catch
   b. Slide to left - dribble ball with left hand 3 times and catch.

3. Repeat Number 1.

Summary:

1. a. Right-catch
   b. Left-catch
   c. Dribble-turn-2-3-catch
   d. Repeat a,b,c.

2. a. Slide right-2-3-catch
   b. Slide left-2-3-catch.

3. Repeat Number 1.

75. INDIVIDUAL AND BALL RHYTHMICS - UNIT OF INSTRUCTION

GRADE THREE

CHILDHOOD RHYTHMS, SERIES VI - EVANS

75-A. RECORD #401 - YANKEE DOODLE

Formation: Single circle of boys or girls facing counterclockwise

Action:

1. a. Beginning with outside foot, point heel forward, toe backward then run 3 steps. Repeat with inside foot: heel, toe - 1-2-

   b. Turn quickly, facing center of circle. Step sideward with ri foot, touch toe of left foot behind right heel, and bend both knees (step and bend). Repeat in other direction. Take 3 slides sideward counter-clockwise. Stop.

2. Face center of circle. Slide sideward (clockwise) 12 times. Keep left foot in one place and make a 3/4 pivot to face counter-clockwise in the circle.

Summary:

1. a. Heel-toe, 1-2-3- (right)
   Heel-toe, 1-2-3- (left).

   b. Right step-and-bend
   Left step-and-bend
   Right slide-slide-slide-stop.

2. a. Left slide-slide-slide-slide-
   slide-slide-slide-slide-
   slide-slide-slide-slide (12 times)
   Pivot left 1-2-3.

Variation With Balls (any formation):

1. Right dribble 2-3-catch, left dribble 2-3-catch.

2. Bounce and left turn (½), catch-2 - catch-3 - catch-4 - catch
   Bounce-catch-bounce-catch-bounce-catch-bounce-catch.

3. Weave* -2-3-4-5-6-7-8 - bounce 2-3-catch.

4. Mexican Hat Step, beginning with right foot forward
   Step, bounce-step, bounce-step, bounce (12 times)
   Toss-turn (let ball bounce), catch-and-stop.

*Weave - Pass ball first behind left leg, in front of right, and around back of right to center.

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75-B. RECORD #M104 - POP GOES THE WEASEL

Formation: Squad of Longway set or pairs facing in a scattered formation

Action:

1. Hop on right foot 4 times - hop on left foot 4 times.
2. Clap both hands 4 times.
3. Skip around partner 4 times.

Summary:

1. Right foot - hop-2-3-4
   Left foot - hop-2-3-4.
2. Clap 2-3-4.
3. Skip 2-3-4.

Variation With Balls:

1. Right hand bounce ball 4 times, left hand bounce ball 4 times.
2. Toss-catch, bounce-catch.
3. Two hands bounce-pass with right hand to opposite person.

Summary:

1. Right hand 2-3-4, left hand 2-3-catch
2. Toss-catch, bounce-catch - pause
3. Pass-2-3-catch.

It should not be forgotten that it is through play that the path is opened toward occupations of a later age, and it is for this reason that the majority of games are imitations of work and actions which will be used later in life.

Aristotle (350 B.C.)

75-C. RECORD #M102 - COME, LET US BE JOYFUL

Formation: Circle of trios. Each trio faces another 3 to form little sets of 6 people, all the way around the large circle. A space of 8 to 10 feet separates the trios.

Action:

1. Forward and bow. Each trio advances 3 steps toward its opposite bows on the 4th count - backward to place with 4 steps. Repeat.

2. Skip and hop. The music becomes faster as the center person in the trio skips around the person at his right one time, then skips 1 time around the person at his left. Repeat. Persons not in action may hop in place if desired.

3. Forward and bow, pass through. The trios go forward and back as in 1. They then advance toward each other once more, but instead of bowing each passes right shoulder with the person he meets, and continues on to meet another trio and form another set. The record provides music for 4 times through the action.

Summary:

1. Forward-2-3-bow
   Back-2-3-4
   Forward-2-3-bow
   Back-2-3-4.

2. Skip right 2-3-4-5-6-7-8
   Skip left 2-3-4-5-6-7-8
   Back to place.

3. Forward 2-3-bow
   Back 2-3-4
   Forward and pass right shoulder through to the next trio.

Variation With Balls (same formation):

Action:

1. Dribble (forward) 2-3-catch-turn
   Dribble (forward) 2-3-catch-turn
   Dribble (forward) 2-3-catch-turn
   Dribble (forward) 2-3-catch-turn.

2. Center person dribbles around right person 2-3-4-5-6-7-catch - Repeat, circling person on left. Persons not in action may bounce ball in place.

3. Dribble forward 2-3-catch-turn
   Dribble forward 2-3-catch-turn
   Dribble forward 2-3-4-5-6-7-catch and pass through to next trio

(Cont'd)

COME, LET US BE JOYFUL (CONT'D)

Summary:

1. Dribble-2-3-catch-turn
   Dribble-2-3-catch-turn
   Dribble-2-3-catch-turn
   Dribble-2-3-catch-turn.

2. Right-2-3-4-5-6-7-catch
   Left-2-3-4-5-6-7-catch.

3. Dribble forward-2-3-catch-turn
   Dribble forward-2-3-catch-turn
   Dribble forward-2-3-4-5-6-7-catch.

75-D. RECORD #M102 - ALABAMA GAL

Formation:

1. Long Way line of partners

2. Partners opposite and facing each other or single circle, with each person counting off by two's - lines designated as line 1 and line 2

Action:

1. Begin by skipping toward partners (4 skips), passing left shoulders. Turn and take 4 skips back to original position. Repeat.

2. Line 1 circles line 2 by taking 4 steps up and around and 4 steps back. Line 2 does the same.

3. Jump to right foot and hop on right foot 3 times
   Jump to left foot and hop on left foot 3 times
   Jump back to right and take 3 hops - left-right, left-right.

4. Repeat number 3 starting the action on the left foot and ending with a right-left.

5. Repeat numbers 1 and 2.

6. 4 side steps going right
   4 side steps going left
   Repeat.

7. Repeat entire dance.

Summary:

1. 4 skips forward - 4 skips back.

2. Line 1 - 4 steps forward and around - 4 steps back
   Line 2 - 4 steps forward and around - 4 steps back.

3. Right hop-hop-hop
   Left hop-hop-hop
   Right hop-hop-hop
   Left-right-left-right.

4. Left hop-hop-hop
   Right hop-hop-hop
   Left hop-hop-hop
   Right-left-right-left.

5. Repeat Numbers 1 and 2.

6. Right step-close, step-close, step-close, step-close
   Left step-close, step-close, step-close, step-close
   Repeat.

7. Repeat entire dance.

Variation With Balls (same formation):

Action

1. Dribble forward 3 counts, catch-turn. Dribble back 3 counts, catch-turn. Repeat.

2. Line 1 - Dribble 3 times-catch-turn around partner. Dribble 3 times - Back to place.

   Line 2 - Bounce ball 3 times and catch - throw the ball in the air, bounce 2-3-catch-toss-catch-toss-catch

   Repeat with line 2 dribbling and line 1 bouncing, tossing, catching.

3. Extend left heel and bounce with right hand 4 times
   Extend right heel and bounce with left hand 4 times
   Extend left heel and bounce with right hand 4 times
   Bounce 3 times (right-left-right), extending opposite heel each time.

4. Extend right heel and bounce with left hand 4 times
   Extend left heel and bounce with right hand 4 times
   Extend right heel and bounce with left hand 4 times
   Bounce 3 times (left-right-left), extending opposite heel each time.

5. Repeat Numbers 1 and 2.

6. 4 side steps to right - bounce-catch each step
   4 side steps to left - bounce-catch each step
   Repeat.

(Cont'd)

7. Repeat entire action.

Summary:

1. Forward-2-3-catch-turn, back 2-3-catch-turn.

2. Line 1 - Dribble, forward-2-3-catch-turn.
   Line 2 - Bounce-2-3-catch - toss-catch-toss-catch
   Repeat with line 1 bouncing, tossing, catching and line 2 dribbling.

3. Right hand bounce-2-3-4 (extend opposite heel each time)
   Left hand bounce-2-3-4
   Right hand bounce-2-3-4
   Right-left-right.

4. Repeat with opposite heel and hand.

5. Repeat Numbers 1 and 2.

6. Right side-step-catch, step-catch, step-catch, step-catch
   Left side-step-catch,step-catch, step-catch, step-catch
   Repeat.

7. Repeat entire action.

> We do not yet sufficiently realize the truth that as, in this life of ours, the physical underlies the mental, the mental must not be developed at the expense of the physical . . .
>
> Herbert Spencer (1860)

> I hope that here in America more and more the ideal of the well-trained and vigorous body will be maintained neck and neck with that of the well-trained and vigorous mind.
>
> William James (1890)

76. INDIVIDUAL AND BALL RHYTHMICS - UNIT OF INSTRUCTION

GRADE FOUR

WORLD OF FUN SERIES - METHODIST PUBLISHING HOUSE

76-A. RECORD #M104 - CAMPTOWN RACES

Variation With Balls:

Formation: Longway Set - boys in one set - girls in another
Persons in lines 1-2 are partners - lines 3-4, partners, etc.

Action:

1. Bend one-count right-2-3-4, back-2-3-catch
   Circle ball around waist 2 times.

2. Bend left-2-3-4, back-2-3-catch, circle ball around waist 2 times.

3. Slide right-2-3-catch, left-2-3-catch
   Slide right-2-3-catch, left-2-3-catch.

4. Follow leader, dribble ball. Partners cast-off to the outside, meet at the end of set and hold ball high in the air, forming arch. Others pass under arch. Number 2's become new leaders, and each person stands in order.

5. Do-si-do if time permits.

Summary:

1. Bend-2-3-4, back-2-3-catch
   Circle ball around waist 2 times.

2. Circle ball around waist 2 times. Bend left-2-3-4, back-2-3-catch

3. Slide right-2-3-catch, left-2-3-catch
   Slide right-2-3-catch, left-2-3-catch.

4. Follow leader, dribble ball, cast off to outside. At end of set, form arch for other partners to pass under. Number 2's become leaders, and each person stands in order.

5. Do-si-do if time permits.

> The greatest of follies is to sacrifice health for any other advantage.
>
> Schopenhauer (1850)

76-B. RECORD #M106 - GREEN SLEEVES

Formation: Double circle of boys and double circle of girls facing counter-clockwise, partners numbered 1-2, 1-2 throughout circle

Action:

1. Walk-2-3-4-5-6-7---16.

2. Turn right in place on right foot by each pair numbered 1 and 2, (clockwise) 2-3-4-5-6-7-8; then to the left in place on left foot (counterclockwise) 2-3-4-5-6-7-8.

3. (Sleeves) Walk number 1's, walk backward-2-3-4 between number 2's, who are walking forward 2-3-4
   Then walk backward-2-3-4, while number 1's walk forward 2-3-4.

4. Repeat the entire dance.

Summary:

1. Walk-2-3-4-5-6-7---16.

2. Turn right in place-2-3-4-5-6-7-8
   Turn left in place-2-3-4-5-6-7-8.

3. Sleeves-2-3-4
   Reverse.

4. Repeat entire dance.

Variation With Balls

Formation: Same as in 76-B, each person with a ball

Action:

1. Bounce or dribble ball 15 times and catch while walking counter-clockwise around the circle.

2. Dribble right 2-3-4-5-6-7-catch in clockwise direction in place walking.
   Dribble left 2-3-4-5-6-7-catch in counterclockwise direction in place walking.

3. (Sleeves) Number 1's dribble backwards 3 bounces and catch, while number 2's dribble forward 3 bounces and catch
   Process is then reversed.

4. Continue from beginning as long as music lasts.

Summary:

1. Dribble-2-3-4-5-6-7-8--15-catch

2. Right-2-3-4-5-6-7-catch, left-2-3-4-5-6-7-catch

3. Sleeves-2-3-catch, sleeves-2-3-catch

4. Repeat.

76-C. RECORD #M103 - CAPTAIN JINKS

Formation: Single circle of boys or girls facing the center - Count off by 2's to select partners (1-2, 1-2)

Action:

1. Stand in place ("When Captain Jinks comes home . . .").
2. Clap vigorously once on work "claps" ("He CLAPS his hands . . .").
3. Face partners and salute ("Salute your partner . . .").
4. Stand in place ("For that's the style . . . ").
5. Walk forward 4 steps.
6. Walk backward 4 steps to place.
7. Repeat numbers 5 and 6 (Tune repeats).
8. Stand in place ("When Captain Jinks comes home . . .").
9. Number 1's do 1 step forward and back.
10. Number 2's do 1 step forward and back.
11. Circle 16 steps counterclockwise around circle.

Summary:

1. Stand in place.
2. Clap once.
3. Salute.
4. Stand in place.
5. Forward 4 steps.
6. Backward 4 steps.
7. Repeat numbers 5 and 6.
8. Stand in place.
9. Number 1's step forward and back.
10. Number 2's step forward and back.
11. Promenade counterclockwise around circle.

(Cont'd)

CAPTAIN JINKS (CONT'D)

Variation With Balls:

Action: Same

Summary:

1. Bounce-catch, bounce-catch.
2. Bounce-2-3-catch.
3. Bounce-catch, bounce-catch.
4. Bounce-2-3-catch.
5. Dribble forward-2-3-catch.
6. Dribble backward-2-3-catch.
7. Repeat numbers 5 and 6.
8. Bounce-catch, bounce-catch, bounce-2-3-catch.
9. Number 1's forward-dribble-catch, back-catch.
10. Number 2's forward-dribble-catch, back catch.
11. Dribble 15 times counterclockwise around circle-catch.

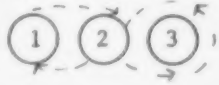
RECORD #M103 - CAPTAIN JINKS

Trio Variation

Formation: Circle of trios, one circle for boys and one for girls. Each trio faces another three to form little sets of 6 people all the way around the large circle. The trios are separated by a space of 5 or 6 feet.

Action:

1. a. All six form a circle, walk 4 steps to the left and 4 steps back
   b. Center person bows to person on right, who also bows, then to person on left, who also bows.
2. a. Three persons move forward 3 steps toward the opposite trio, bow, and move 4 steps back to place.
   b. Repeat 2a.
3. Each trio does the English "Hey for three," an action in which each person completes a figure 8 simultaneously with 16 steps. Three persons stand in line. Second and third persons face head of hall. First person turns to face them. No. 1 swings to left and passes No. 2, right shoulder to right shoulder. No. 1 passes No. 3, left shoulder to left shoulder and around No. 3, left shoulder to left shoulder. Each of the remaining 2 follow No. 1.



(Cont'd)

4. a. Same as 2a (Move forward 3 steps, bow, and back to place)
   b. Each trio moves forward and passes through opposite trio, right shoulder to right shoulder, forming a new set.

Summary:

1. a. Circle left-3-4
   b. Bow to right, bow to left.

2. a. Forward-2-3-bow, back 2-3-4
   b. Forward-2-3-bow, back 2-3-4.

3. (Hey for three-2-3-4-5---16.

4. a. Forward-2-3-bow, back-2-3-4
   b. Forward, pass-through, bow to next set.

Trio Variation With Balls:

Action: Same

Summary:

1. a. Dribble-left-3-catch, dribble-right-3-catch
   b. Turn, dribble right-3-catch, turn, dribble-left-3-catch (center person)
      Others: Bounce-2-3-catch.

2. a. Dribble-forward-3-catch, dribble-back-3-catch
   b. Dribble-forward-3-catch, dribble-back-3-catch.

3. (Hey for three) Dribble-2-3-4-5-6-7---15-catch.

4. a. Dribble-forward-3-catch, dribble-back-3-catch
   b. Dribble-forward-3-4, pass-6-7-catch.

To members of school boards, school administrators, teachers, and pupils themselves, I am directing this urgent call to strengthen all programs which contribute to the physical fitness of our youth.

John F. Kennedy (1961)

76-D. RECORD #M112 - SENT MY BROWN JUG

Formation: Line formation facing front, boys in one line, girls in another

Action:

1. Bend to right 8 times, heel and toe on right foot 4 times
   Bend left 8 times, heel and toe on left foot 4 times.

2. Slide to right 4 times, slide to left 4 times. Repeat.

3. Four ¼ turns right - in place, four ¼ turns to left. Repeat.

4. Repeat Number 1.

5. Four ¼ turns right; Four ¼ turns to left. Repeat.

6. Slide to right 4 times; Slide to left 4 times.

7. Walk forward 7 steps, turn on 8. Walk back to place 7 steps.
   Turn front on 8. Repeat.

8. Repeat Number 2.

9. Repeat Number 3.

Summary:

1. Bend right 2-3-4-5-6-7-8, heel-toe, heel-toe, heel-toe, heel-toe
   Bend left 2-3-4-5-6-7-8, heel-toe, heel-toe, heel-toe, heel-toe.

2. Slide right-2-3-4, slide left-2-3-4
   Slide right-2-3-4, slide left-2-3-4.

3. Turn right-2-3-4, turn left-2-3-4.

4. Bend right 2-3-4-5-6-7-8, heel-toe, heel-toe, heel-toe, heel-toe
   Bend left 2-3-4-5-6-7-8, heel-toe, heel-toe, heel-toe, heel-toe.

5. Turn right-2-3-4, turn left-2-3-4
   Turn right-2-3-4, turn left-2-3-4.

6. Slide right-2-3-4, slide left-2-3-4.

7. Forward-2-3-4-5-6-7-turn, back-2-3-4-5-6-7-turn
   Forward-2-3-4-5-6-7-turn, back-2-3-4-5-6-7-turn.

8. Slide right-2-3-4, slide left-2-3-4.

9. Turn right-2-3-4, turn left-2-3-4.

(Cont'd)

SENT MY BROWN JUG (CONT'D)

Action:

1. a. Bounce ball on right side with right hand 7 times - catch on 8
   b. Bounce and catch ball 4 times while doing heel and toe
   c. Bounce ball on left side with left hand 7 times - catch
   d. Bounce and catch ball 4 times while doing heel and toe.

2. Bounce and catch ball with both hands 4 times while sliding to right
   Bounce and catch ball with both hands 4 times while sliding to left
   Repeat.

3. a. Do ¼ turn to right 4 times and bounce and catch ball each turn.
   b. Do ¼ turn to left and bounce and catch ball each turn.

4. Repeat Number 1.

5. Repeat Number 3 two times.

6. Repeat Number 2.

7. Dribble forward-2-3-4-5-6-catch-turn
   Dribble back-2-3-4-5-6-catch-turn.

8. Repeat Number 2.

9. Repeat Number 3.

Summary:

1. a. Bounce right-2-3-4-5-6-7-catch
   b. Heel-catch,heel-catch, heel-catch, heel-catch
   c. Bounce left-2-3-4-5-6-7-catch
   d. Heel-catch, heel-catch, heel-catch, heel-catch.

2. Slide right and catch, slide-catch, slide-catch, slide-catch
   Slide left-catch, slide-catch, slide-catch, slide-catch
   Repeat.

3. Turn right-bounce-catch, bounce-catch, bounce-catch, bounce-catch
   Turn left-bounce-catch, bounce-catch, bounce-catch, bounce-catch.

4. a. Bounce right-2-3-4-5-6-7-catch, heel-catch, heel-catch, heel-catch
      heel-catch
   b. Bounce left-2-3-4-5-6-7-catch, heel-catch, heel-catch, heel-catch,
      heel-catch.

5. Turn right-bounce-catch, bounce-catch, bounce-catch, bounce-catch
   Turn left-bounce-catch, bounce-catch, bounce-catch, bounce-catch
   Repeat.

6. Slide right and catch, slide-catch, slide-catch, slide-catch
   Slide left-catch, slide-catch, slide-catch, slide-catch
   Repeat.

(Cont'd)

7. Forward-2-3-4-5-6-catch-turn
   Back-2-3-4-5-6-catch-turn
   Forward-2-3-4-5-6-catch-turn
   Back-2-3-4-5-6-catch-turn.

8. Slide right and catch, slide-catch, slide-catch, slide-catch
   Slide left and catch, slide-catch, slide-catch, slide-catch
   Repeat.

9. Turn right-bounce-catch,bounce-catch, bounce-catch, bounce-catch
   Turn left-bounce-catch, bounce-catch, bounce-catch, bounce-catch.

76-E. RECORD #M112 - SANDY LAND

Formation: Single circle, double circle, squad or longway sets, or pairs facing in a scattered formation.

Action:

During the singing of the verse, all move 4 walking steps forward, raising hands gradually to shoulder height.

1. Move 4 steps backward into place, lowering hands to original position.

2. Hop on right foot 8 times; hop on left foot 8 times.

3. Repeat Numbers 1 and 2.

4. Circle 8 steps to right clockwise; circle 8 steps left counterclockwise

5. Repeat from beginning as desired.

Summary:

1. In-2-3-4, back-2-3-4, in-2-3-4, back-2-3-4.

2. Hop right-2-3-4-5-6-7-8, hop left-2-3-4-5-6-7-8.

3. In-2-3-4, back-2-3-4, in-2-3-4, back-2-3-4
   Hop right-2-3-4-5-6-7-8, hop left-2-3-4-5-6-7-8.

4. Circle right-2-3-4-5-6-7-8, circle left 2-3-4-5-6-7-8.

5. Repeat from beginning as desired.

(Cont'd)

Variation With Balls: (Same Formation)

Action:

1. Dribble 3 times to center of circle and catch
   Dribble 3 times back and catch.
   Repeat.
2. a. Hop, dribble in place 8 times on right foot and with right hand.
   b. Hop, dribble in place 7 times on left foot and with left hand-catch.

3. Dribble circling right 7 times-catch-turn
   Dribble circling left 7 times-catch-turn.

Summary:

1. Dribble in-2-3-catch
   Dribble back-2-3-catch
   Dribble in-2-3-catch
   Dribble back-2-3-catch.

2. Hop right-2-3-4-5-6-7-8
   Hop left-2-3-4-5-6-7-catch.

3. Circle right-2-3-4-5-6-7-catch-turn
   Circle left-2-3-4-5-6-7-catch-turn.

76-F. IRISH WASHERWOMAN - #M103

VIRGINIA REEL

Formation: A longway set, boys facing boys and girls facing girls

Action:

1. Walk forward-2-3-bow, walk backward-2-3-4
   Walk forward-2-3-bow, walk backward-2-3-4.

2. Skip right-2-3-4, skip left-2-3-4
   Skip right-2-3-4, skip left-2-3-4.

3. Walk forward 3 steps passing right shoulders-turn, back-2-3-4
   Walk forward 3 steps passing left shoulders-turn, back-2-3-4.

4. 4 slide steps to the right, 4 slide steps to the left
   4 slide steps to the right, 4 slide steps to the left.

Summary:

1. Forward-2-3-bow, back 2-3-4
   Forward-2-3-bow, back-2-3-4.

2. Skip right-2-3-4, skip left-2-3-4
   Skip right-2-3-4, skip left-2-3-4.

(Cont'd)

VIRGINIA REEL (CONT'D)

3. Walk forward-2-3 (passing right shoulders)-turn, back-2-3-4
   Walk forward-2-3 (passing left shoulders)-turn, back 2-3-4.

4. Slide right-2-3-4, slide left-2-3-4
   Slide right-2-3-4, slide left-2-3-4.

Variation With Balls:

Formation: A longway set, boys facing boys and girls facing girls

Action:

1. Dribble forward-2-3-catch, dribble backward-2-3-catch
   Dribble forward-2-3-catch, dribble backward-2-3-catch.

2. Bounce with right hand-2-3-4-5-6-7-catch, turning right
   Bounce with left hand-2-3-4-5-6-7-catch, turning left.

3. Dribble forward-2-3 passing right shoulders-catch, back-2-3-catch
   Dribble forward-2-3 passing left shoulders-catch, back-2-3-catch.

4. Slide to the right-bounce-bounce-bounce-catch
   Slide to the left-bounce-bounce-bounce-catch
   Slide to the right-bounce-bounce-bounce-catch
   Slide to the left-bounce-bounce-bounce-catch.

Summary:

1. Dribble forward-2-3-catch
   Dribble backward-2-3-catch
   Dribble forward-2-3-catch
   Dribble backward-2-3-catch.

2. Bounce with right hand-2-3-4-5-6-7-catch-turn right
   Bounce with left hand-2-3-4-5-6-7-catch-turn left.

3. Dribble forward-2-3 (passing right shoulders)-catch, back-2-3-catch
   Dribble forward-2-3 (passing left shoulders)-catch, back-2-3-catch.

4. Right slide-bounce-bounce-catch, left slide-bounce-bounce-catch
   Right slide-bounce-bounce-catch, left slide-bounce-bounce-catch.

The young child perhaps learns more and develops better through its play than through any other form of activity.

Herbert S. Jennings
(1917)

76-G. TURN THE GLASSES OVER - M112

Formation: Single circle facing counterclockwise

Action:

1. Everyone walk (with strutting step) around circle-15 steps Turn and face center of circle on count 16.
2. Everyone do 4 step-slides to left.
3. Take 4 balance or bleking steps in place (Heel-heel-heel-heel).
4. Take 4 step-slides to right.
5. Repeat Mexican steps in place (4 counts).
6. Repeat all action.

Summary:

1. Forward-2-3-4-5-6-7---15-turn on 16
2. Left slide-2-3-4
3. Bleking step (Heel-heel-heel-heel)
4. Right slide-2-3-4
5. Bleking step (Heel-heel-heel-heel)
6. Repeat all action.

Variation With Balls: Same formation, every person with ball

Action:

1. Dribble ball around circle 14 times, catch the ball, turn facing center and pass ball to person on left on counts 15 and 16.
2. Take 4 slides to right and dribble ball 3 times and catch.
3. Take 4 bleking steps in place and dribble 3 times and catch.
4. Repeat Number 2 to left.
5. Repeat Number 3.
6. Repeat all action.

Summary:

1. Dribble-2-3-4---14-turn-pass (15-16)
2. Right slide-bounce-2-3-catch
3. Heel and bounce-2-3-catch
4. Left slide-bounce-2-3-catch
5. Heel and bounce-2-3-catch
6. Repeat all action.

77. INDIVIDUAL MOVEMENTS AND BALL RHYTHMICS
UNIT OF INSTRUCTION

GRADE FIVE

77-A. METHODIST RECORD #M104 - RED RIVER VALLEY

Variation Without Equipment:

Formation: Circle of trios, each trio facing another group to form little sets of 6 people all the way around the circle, trios 8 to 10 feet apart from one another.

Action:

1. a. Each trio steps right 4 steps, then 4 steps back.
   b. All six (walk) circle 4 steps left, then 4 steps right.
   c. Center person does 8 skips around right-hand partner.
   d. Center person does 8 skips around left-hand partner.

2. a. Repeat a and b of Number 1.
   b. Two outside persons turn around once clockwise and back to place (8 counts).
   Two inside persons at the same time turn around once clockwise and back to place (8counts).
   Two center persons stand in place.
   c. Two outside and two inside persons stand in place.
   Center persons do a do-si-do (8 counts).

3. a. Repeat a and b of Number 1.
   b. Two right-hand persons exchange places, passing right shoulders.
   Two left-hand persons exchange places, passing right shoulders.
   c. Two center persons turn around 8 steps clockwise and 8 steps counterclockwise.

Summary:

1. a. Step right-2-3-4, step left-2-3-4
   b. Circle left-2-3-4, circle right-2-3-4
   c. Center around right partner-2-3-4-5-6-7-8
   d. Center around left partner-2-3-4-5-6-7-8.

2. a. Step right-2-3-4, step left-2-3-4
   Circle left-2-3-4, circle right-2-3-4
   b. Outside turn-2-3-4-5-6-7-8
   Inside turn-2-3-4-5-6-7-8
   c. Center do-si-do

3. a. Step right-2-3-4, step left-2-3-4
   Circle left-2-3-4, circle right-2-3-4
   b. Outside change-2-3-4-5-6-7-8
   Inside change-2-3-4-5-6-7-8
   c. Center turn-2-3-4-5-6-7-8.

(Cont'd)

Variation With Balls: Same Formation

Action:

1. a. Dribble (right-sideways) 4 times
   Dribble (left-sideways) 4 times.

   b. Dribble 3 times left in circle and catch
   Dribble 3 times right in circle and catch.

   c. Center person dribbles around right-hand partner 8 times
   Others dribble in place 7 times and catch
   Center person dribbles around left-hand partner 8 times.

2. a. Repeat a and b of Number 1.

   b. Dribble ball clockwise 7 times and catch when back to place (two outside people)
   Two center persons dribble in place.

   c. Two center persons dribble 7 times around each other and catch (do-si-do)

3. a. Repeat a and b of Number 1.

   b. Two right-hand persons dribble and pass each other and exchange places. Center dribbles clockwise 7 times and catch.

   c. Two left-hand persons dribble and pass each other and exchange places - 8 counts. Center dribbles counterclockwise 7 times-catch.

Summary:

1. a. Dribble right-2-3-4, dribble left-2-3-4

   b. Circle left-2-3-catch, circle right-2-3-catch

   c. Centers dribble right-2-3-4-5-6-7-8, left-2-3-4-5-6-7-catch
   Others dribble in place-2-3-4-5-6-7-catch.

2. a. Dribble right-2-3-4, left-2-3-4,
   Circle left-2-3-catch, right-2-3-catch

   b. Outside turn-2-3-4-5-6-7-catch

   c. Centers do-si-do-2-3-4-5-6-7-catch

3. a. Dribble right-2-3-4, left-2-3-4
   Circle left-2-3-catch, right-2-3-catch

   b. Right change-3-4-5-6-7-catch, centers left-3-4-5-6-7-catch

   c. Left change-3-4-5-6-7-catch, centers right-3-4-5-6-7-catch.

77-B. METHODIST RECORD #M104 - SICILIAN CIRCLE

Variation Without Equipment:

Formation:

Squad or circle - boys in one circle or line, girls in another

Action:

1. Walk left 8 steps
   Walk right 8 steps.

2. Boys fold arms on chest - girls place hands on hips - 4 sets of bleking, 3 steps, pause. Example: Right, left, right (pause). Continue 3 more.

3. Right foot hop-hop-hop-hop, left foot hop-hop-hop-hop
   Right foot hop-hop-hop-hop, left foot hop-hop-hop-hop.

4. Circle: Each person does 2 schottische steps to center and 2 schottische steps back to place

   Squad: Each person does 4 schottische steps, moving to right, then left, right, then left again.

   Definition of Schottische step: Right, left, right, hop
   Left, right, left, hop.

Summary:

1. Walk left-2-3-4-5-6-7-8
   Walk right-2-3-4-5-6-7-8.

2. Bleking right-left-right-pause
   Bleking left-right-left-pause
   Bleking right-left-right-pause
   Bleking left-right-left-pause.

3. Hop right-2-3-4, hop left-2-3-4
   Hop right-2-3-4, hop left-2-3-4.

4. Schottische to center right-left-right-hop
   Left-right-left-hop
   Schottische back to place right-left-right-hop
   Left-right-left-hop.

> A daily program of directed physical education should be provided for all high school pupils.
>
> National Conference for Mobilization of Education (1951)

(Cont'd)

Variation With Balls

Formation: Squad or Circle

Action:

1. Bounce with right hand 7 times-turn
   Bounce with left hand 7 times-turn
   or
   Bounce with left hand 7 times moving left-catch
   Bounce with right hand 7 times moving right-catch.

2. Bounce 3 times and catch with bleking steps for a total of 4
   Example: Right-left-right-catch. Repeat 3 times, alternating.

3. Bounce right hand 4 times - hop left foot 4 times
   Bounce left hand 4 times - hop right foot 4 times
   Bounce right hand 4 times - hop left foot 4 times
   Bounde left hand 4 times - hop right foot 4 times.

4. Circle: Bounce ball 3 times and catch, moving forward while doing 2 Schottische steps - repeat back.
   Squad: Bounce ball 3 times and catch
   Schottische step in place.

Summary:

1. Circle: Bounce right-2-3-4-5-6-7-catch
   Bounce left-2-3-4-5-6-7-catch.
   Squad: Slide left-2-3-4-5-6-7-catch
   Slide right-2-3-4-5-6-7-catch.

2. Bleking right-2-3-catch
   Bleking left-2-3-catch
   Bleking right-2-3-catch
   Blaking left-2-3-catch.

3. Bounce-hop right-2-3-4
   Bounce-hop left-2-3-4
   Bounce-hop right-2-3-4
   Bounce-hop left-2-3-catch.

4. Circle: Schottische forward-2-3-catch-forward-2-3-catch
   Schottische back-2-3-catch, right-2-3-catch.
   or
   Squad: Schottische left-2-3-catch, right-2-3-catch
   Schottische left-2-3-catch, right-2-3-catch.

77-C. METHODIST RECORD #M106 - TRALLEN (DANISH)

Variation Without Equipment

Formation: A longway set of 6 or 8 people, lines a, and b, boys and girls

Action:

1. All move to right, starting with the right foot, with a stamping step-slide. Repeat to the left. Step with the right foot, close left, pause, 3 counts - step with the left foot, close right, pause, 3 counts. Continue alternating for 6 more times.

Chorus:
   a. Have partners face each other, clap own hands, and run clockwise around each other 6 running steps.
   b. Clap own hands and run counterclockwise 6 running steps.
   c. Repeat a and b.
   d. Take 3 slow steps forward, r sing hands and rising on tiptoe.
   e. Lower hands, go back to place quickly with running steps.

2. Run in place, beginning with the right foot (22 counts).
   Repeat Chorus.

3. Each person does a right heel nod and a left heel nod (8 counts), starting with the right foot.
   Repeat Chorus.

Summary:

1. 8 step-slide steps, right-step-close-pause, left-step-close-pause
   8 step-slide steps, right-step-close-pause, left-step-close-pause
   8 step-slide steps, right-step-close-pause, left-step-close-pause
   8 step-slide steps, right-step-close-pause, left-step-close-pause.

Chorus:
   a. Clap running clockwise-2-3-4-5-6
   b. Clap running counterclockwise-2-3-4-5-6
   c. Clap running clockwise-2-3-4-5-6
      Clap running counterclockwise-2-3-4-5-6
   d. Single line forward-2-3
   e. Back-2-3.

2. Run in place - 22 counts.
   Repeat Chorus.

3. Right heel-nod, left heel-nod, right heel-nod, left heel-nod
   Right heel-nod, left heel-not, right heel-nod, left heel- nod.
   Repeat Chorus.

(Cont'd)

Variation With Balls

Formation: Same

Action:

1. Right bounce step-catch, left bounce step-catch
   Right bounce step-catch, left bounce step-catch
   Right bounce step-catch, left bounce step-catch
   Right bounce step-catch, left bounce step-catch.

   Chorus: a. Exchange the balls 4 times. Line a throws the ball high, and line b tosses the ball under 4 times.

   b. Take 2 slow steps forward, tossing balls up and catching twice. Hold ball-run backward to place.

2. Bounce-catch right-run in place, bounce-catch left-run in place
   Bounce-catch right-run in place, bounce-catch left-run in place
   Bounce-catch right-run in place, bounce-catch left-run in place
   Bounce-catch right-run in place, bounce-catch left-run in place.
   Repeat Chorus.

3. Bounce-catch right-heel, bounce-catch left heel
   Bounce-catch right-heel, bounce-catch left heel
   Bounce-catch right-heel, bounce-catch left heel
   Bounce-catch right-heel, bounce-catch left heel.
   Repeat Chorus.

Summary:

1. Right bounce step-pause, left bounce step-pause
   Right bounce step-pause, left bounce step-pause
   Right bounce step-pause, left bounce step-pause
   Right bounce step-pause, left bounce step-pause.

   Chorus: a. Change 1, change 2, change 3, change 4

   b. Step forward toss 2-3-catch, back to place.

2. (Running in place) Bounce-catch right, bounce-catch left
   Bounce-catch right, bounce-catch left
   Bounce-catch right, bounce-catch left
   Bounce-catch right, bounce-catch left.

   Repeat Chorus.

3. Bounce right-heel, bounce left-heel
   Bounce right-heel, bounce left-heel
   Bounce right-heel, bounce left-heel
   Bounce right-heel, bounce left-heel.

   Repeat Chorus.

77-D. METHODIST RECORD #M102 - ACE OF DIAMONDS

Variation Without Equipment

Formation: Squad of circle

Action:

1. a. Boy or girl claps own hands once, stamps right foot once, hops on right foot 6 times
   b. Boy or girl claps own hands once, stamps left foot once, hops on left foot 6 times.

2. Boys fold arms on chest; girls place hands on hios. Each hops into the air, extending right foot forward at the same time, left foot in place; pause; then on next hop, left foot is forward and right foot in place; pause. This hopping is continued. The rhythm for the hopping is from the beginning, "And right (pause), and left (pause), and right and left and right."

3. Each person does 4 step-together steps counterclockwise around the circle or counterclockwise with squads 1 and 2 working together, squads 3 and 4, etc.

Summary:

1. a. Clap-stamp-hop-2-3-4-5-6 (right foot)
   b. Clap-stamp-hop-2-3-4-5-6 (left foot).

2. Right heel-left heel-right-left-right-left
   Right heel-left heel-right-left-right.

3. Step-together-step, step-together-step
   Step-together-step, step-toghther-step
   Step-together-step, step-together-step
   Step-together-step.

Variation With Balls:

1. a. Bounce right-2-3-4-5-6-7-catch (right hand)
   b. Bounce with left hand-2-3-4-5-6-7-catch.

2. Right hand, heel-bounce-catch, heel-bounce-catch
   Heel-heel-heel-catch
   Left hand, heel-bounce-catch, heel-bounce-catch
   Heel-heel-heel-catch.

3. Dribble counterclockwise-2-3-4---15-catch.

Summary:

1. a. Bounce right-2-3-4-5-6-7-catch
   b. Bounce left-2-3-4-5-6-7-catch.

2. Right heel catch-heel-catch-heel-heel-heel-catch
   Left heel-catch-heel-catch-heel-heel-heel-catch.

3. Dribble right-2-3-4-5-6-7---15-catch.

77-E. METHODIST RECORD #M110 - HOPAK

Variation Without Equipment

Formation: Circles, 1 for girls - 1 for boys

Action:

1. Standing in the circle, stamp with right foot 8 times.
   Repeat with left foot.

2. Place hands on hips and do 8 hopak steps.
   Moving to the left, leap to left on right foot, step back behind the left on right foot, etc.

3. Drop hands and all go to the center with 3 steps, clapping own hands on the fourth count, return to place with 4 running steps, clapping own hands behind self on fourth count.
   Repeat.

4. Hop 8 times turning right in place
   Hop 8 times turning left in place.

Summary:

1. Stamp right-2-3-4-5-6-7-8
   Stamp left-2-3-4-5-6-7-8.

2. Step left-right, left-right-3-4-5-6-7-8.

3. In-2-3-clap, out-2-3-clap
   In-2-3-clap, out-2-3-clap.

4. Hop right-2-3-4-5-6-7-8
   Hop left-2-3-4-5-6-7-8.

Variation With Balls: (Same formation)

Action:

1. Dribble in place 8 times with right hand
   Dribble in place 8 times with left hand and catch.

2. Bounce-catch ball 8 times while executing Hopak step.

3. Dribble forward 3 times and catch
   Dribble backward 3 times and catch
   Repeat.

4. Dribble 7 times turning to right and catch
   Dribble 7 times turning to left and catch.

Summary:

1. Dribble right-2-3-4-5-6-7-8, dribble left-2-3-4-5-6-7-catch.

2. Bounce-catch, bounce-catch, bounce-catch, bounce-catch
   Bounce-catch, bounce-catch, bounce-catch, bounce-catch.
3. In-2-3-catch, back-2-3-catch, in-2-3-catch, back-2-3-catch.
4. Turn right-2-3-4-5-6-7-catch, turn left-2-3-4-5-6-7-catch.

77-F. METHODIST RECORD #M107 - LITTLE BROWN JUG

Variation Without Equipment

Formation: Longways Set - boys facing boys, girls facing girls - 4 feet apart

Action:

1. Heel-toe on right foot 2 times
   Slide right 4 times.

2. Heel-toe on left foot 2 times
   Slide left 4 times.

3. Clap own hands together
   Clap right hand on partner's right hand
   Clap own hands together
   Clap left hand on partner's left hand
   Clap own hands together
   Clap both of partner's hands
   Clap own hands together
   Clap own thighs.

4. Skip 8 times in own circle, turning right.

Summary:

1. Right heel-toe, right heel-toe
   Slide right-slide right-slide right-slide right.

2. Left heel-toe, left heel-toe
   Slide left-slide left-slide left-slide left.

3. Clap own-clap right
   Clap own-clap left
   Clap own-clap both
   Clap own-clap thighs.

4. Skip right-2-3-4-5-6-7-8.

Variation With Balls: Same formation - 8 feet apart

Action:

1. Heel-toe, bounce-catch, heel-toe, bounce-catch (right foot)
   Bounce 3 times - catch.

2. Heel-toe, bounce-catch, heel-toe, bounce-catch (left foot)
   Bounce 3 times - catch.

3. Bounce-clap hands together-catch 8 times.

4. Turn, dribble 7 times, and catch.

(Cont'd)

Summary:

1. Heel-catch, heel-catch
   Bounce, bounce, bounce-catch.

2. Heel-catch, heel-catch
   Bounce, bounce, bounce-catch.

3. Bounce-clap-catch, bounce-clap-catch
   Bounce-clap-catch, bounce-clap-catch
   Bounce-clap-catch, bounce-clap-catch
   Bounce-clap-catch, bounce-clap-catch.

4. Dribble-2-3-4-5-6-7-catch.

77-G. CHILDHOOD RHYTHMS RECORD #402 - DIXIELAND

Variation Without Equipment

Formation: Circle of boys or girls facing counterclockwise

Action:

1. a. Starting with outside foot, take 3 steps forward and point inside toe. Repeat, starting with inside (left) foot

   b. Starting with right foot, first take 4 polka steps (right-2-3-hop).

2. Face inside of circle. Slide 7 slides counterclockwise around circle. Take 7 slides around circle clockwise.

Summary:

1. a. Step-2-3-point, step-2-3-point.

   b. Right-2-3-hop, right-2-3-hop, right-2-3-hop, right-2-3-hop.

2. Slide-2-3-4-5-6-7-change. Slide-2-3-4-5-6-7-stop.

Variation With Balls: (Any formation)

Action:

1. Dribble right 4 times, dribble left 4 times.

2. Make a quarter turn, bounce-catch 4 times.

3. Bounce, bounce-catch 4 times.

4. Repeat Numbers 1, 2, and 3.

(Cont'd)

5. Dribble right 4 times, dribble left 4 times
   Right leg lift, bounce ball under, left leg lift, bounce ball under.

6. Dribble right 4 times, dribble left 4 times
   Toss-turn (let ball bounce)-catch.

7. Right leg lift, bounce ball under, left leg lift, bounce ball under
   Turn-toss-catch
   Repeat.

Summary:

1. Dribble-2-3-4, dribble-2-3-4.

2. Bounce-catch, bounce-catch, bounce-catch, bounce-catch.

3. Bounce-bounce-catch, bounce-bounce-catch
   Bounce-bounce-catch, bounce-bounce-catch.

4. Dribble-2-3-4, dribble-2-3-4
   Bounce-catch, bounce-catch, bounce-catch, bounce-catch
   Bounce-bounce-catch, bounce-bounce-catch
   Bounce-bounce-catch, bounce-bounce-catch.

5. Right-2-3-4, left-2-3-4
   Right-bounce-catch, left-bounce-catch.

6. Right-2-3-4, left-2-3-4
   Toss-catch.

7. Right-bounce-catch, left-bounce-catch
   Toss-catch
   Right-bounce-catch, left-bounce-catch
   Toss-catch.

77-H. CHILDHOOD RHYTHMS RECORD #405 - TURKEY IN THE STRAW

Variation Without Equipment

Formation: Single circle facing center

Action:

1. Take 8 slides to right, 8 slides to left.

2. Starting with right foot, walk 4 steps toward center of circle, dipping on step 4. Walk 4 steps backward to place, dipping on step 4.

3. Skip 4 times toward center, 4 times back to place.

(Cont'd)

Summary:

1. Slide right-2-3-4-5-6-7-8, left-2-3-4-5-6-7-8.

2. Walk-2-3-dip, back-2-3-dip.

3. Skip-2-3-4, back-2-3-4.

Variation With Balls: (Any formation)

Action:

1. With right heel forward bounce-catch 2 times, dribble left 4 times
   With left heel forward bounce-catch 2 times, dribble left 4 times.

2. Toss-catch-bounce 2 times.
   Toss-catch-bounce 2 times.

3. Bounce-catch 2 times.

4. Toss-catch-bounce 2 times.

Summary:

1. Bounce-catch, bounce-catch, dribble-2-3-catch
   Bounce-catch, bounce-catch, dribble-2-3-catch.

2. Toss-catch-bounce-catch, toss-catch-bounce-catch.

3. Bounce-catch, bounce-catch.

4. Toss-catch-bounce-catch, toss-catch-bounce-catch.

77-I. HONOR YOUR PARTNER - HICKORY DICKORY DOCK

Variation With Balls

Formation: Squad

Action: All turns are to the left.

1. Holding ball in left hand, slap with right 1-2-3-pause, 1-2-3-pause.

2. Do modified jumping jack (without arm movement)-8 counts.

(Cont'd)

HICKORY DICKORY DOCK (CONT'D)

3. Mexican dance, heel-heel-heel (alternating) 4 times.

4. Turn-dribble with right hand 3 times - turn-dribble back 3 times
   Jump 3 times - turn - jump 4 times.

5. Repeat Number 4.

6. Dribble forward 3 - hop back 3.
   Dribble forward 4 - back to place.

7. Turn facing opposite direction and repeat Number 6.

8. Bend trunk to right 3 times - bounce ball 3 times.
   Bend trunk to left 3 times - jump 4 times.

9. Repeat entire action.

Summary:

1. Slap-2-3, slap-2-3.

2. Jump-2-3-4-5-6-7-8.

3. Heel-heel-heel, heel-heel-heel
   Heel-heel-heel, heel-heel-heel
   Heel-heel-heel, heel-heel-heel
   Heel-heel-heel.

4. Turn-dribble-2-3-turn, dribble-2-3-4
   Jump-2-3-turn, jump-2-3-4.

5. Turn-dribble-2-3-turn, dribble-2-3-4
   Jump-2-3-turn, jump-2-3-4.

6. Forward-2-3, back-2-3
   Forward-2-3-4, back to place.

7. Turn - forward-2-3, back-2-3
   Turn - forward-2-3-4, back to place.

8. Right bend-2-3, bounce-2-3, left bend-2-3, bounce-2-3.

9. Repeat action.

> The discovery of the educational possibilities of the play side of life may be counted one of the greatest discoveries of the present day.
>
> L. P. Jacks (1932)

78. INDIVIDUAL MOVEMENTS AND BALL RHYTHMICS
GRADES SIX AND SEVEN

78-A. METHODIST RECORD #M106 - LA RASPA

Variation Without Equipment

Formation: A non-partner dance done in a circle or by squad groups

NOTE: This selection is composed of chorus and 4 verses.
The chorus is repeated BEFORE each figure.

Action:

Chorus: a. Extend right foot in front, touching heel to floor. Bring right foot slightly in back, touching toe to floor. Exten right foot again, touching heel to floor (heel-toe-heel).

b. Starting with right foot, 3 steps forward.

c. Do heel-toe-heel with left foot.

d. Starting with left foot, take 3 steps forward.

e. Repeat.

1. a. Step forward on right foot - slide left foot up beside right. Repeat (two steps left).

b. Step forward on left foot - slide right foot up beside left. Repeat (two steps left).

c. Repeat 3 times.

Chorus:

2. a. Starting on right foot, take 3 steps forward, and hop once on right.

b. Starting on left foot, take 3 steps forward and hop once on lef

c. Repeat 3 times.

Chorus:

3. a. Start on right foot - take 7 steps forward - reverse on eighth count-take 7 steps - reverse again on 8.

b. Repeat.

Chorus:

4. a. Face center of circle - hop 8 times on right foot.

b. Face center of circle - hop 8 times on left foot.

c. Repeat.

(Cont'd)

Summary: The Chorus is repeated before each figure.

Chorus: a. Right heel-toe-heel
b. Step - right-left-right
c. Left - heel-toe-heel
d. Step - left-right-left
e. Repeat.

1. a. Two steps right
b. Two steps left
c. Repeat 3 times.

Chorus:

2. a. Right-left-right-hop
b. Left-right-left-hop
c. Repeat 3 times.

Chorus:

3. a. Step-2-3-4-5-6-7-reverse, 1-2-3-4-5-6-7-reverse
b. Step-2-3-4-5-6-7-reverse, 1-2-3-4-5-6-7-reverse.

Chorus:

4. a. Right foot-2-3-4-5-6-7-8
b. Left foot-2-3-4-5-6-7-8
c. Right foot-2-3-4-5-6-7-8
Left foot-2-3-4-5-6-7-8.

Variation With Ball

Action:

Chorus: a. Right heel-toe-heel-bounce 3 times-catch
b. Left heel-toe-heel-bounce 3 times-catch
c. Repeat.

1. a. Dribble right, right-catch and left, left-catch
b. Repeat 3 times.

Chorus:

2. a. Right, left, right-bounce, hop-catch
b. Left, right, left-bounce, hop-catch
c. Repeat 3 times.

Chorus:

3. a. Dribble right forward-2-3-4-5-6-7-catch-turn
b. Dribble left forward-2-3-4-5-6-7-catch-turn
c. Repeat.

(Cont'd)

Chorus:

4. a. Right-hand-dribble-4-5-6-7-8-in place
   b. Left hand dribble-4-5-6-7-catch
   c. Repeat.

Summary:

Chorus: a. Right heel-toe-heel-bounce-bounce-bounce-catch
b. Left heel-toe-heel-bounce-bounce-bounce-catch
c. Right heel-toe-heel-bounce-bounce-bounce-catch
Left heel-toe-heel-bounce-bounce-bounce-catch.

1. a. Dribble right, right-catch and left, left-catch
   b. Dribble right, right-catch and left, left-catch
   Dribble right, right-catch and left, left-catch
   Dribble right, right-catch and left, left-catch.

Chorus:

2. a. Right, left, right, hop-catch
   b. Left, right, left, hop-catch
   c. Right, left, right, hop-catch, left, right, left, hop-catch
   Right, left, right, hop-catch, left, right, left, hop-catch
   Right, left, right, hop-catch, left, right, left, hop-catch.

Chorus:

3. a. Dribble right forward-4-5-6-7-catch-turn
   b. Dribble left forward-4-5-6-7-catch-turn
   c. Dribble right forward-4-5-6-7-catch-turn
   Dribble left forward-4-5-6-7-catch-turn.

Chorus:

4. a. Right hand dribble-4-5-6-7-8-(in place)
   b. Left hand dribble-4-5-6-7-catch
   c. Right hand dribble-4-5-6-7-8
   Left hand dribble-4-5-6-7-catch.

78-B. METHODIST RECORD #M106 - TRIP TO HELSINKI

Variations Without Equipment

Formation: Single circle of 6 or 8, facing center of circle, with hands on hips.

(Cont'd)

Action:

1. Left-step together-pause, right-step together-pause
   Left-step together-pause, right-step together-stop.

Chorus:

Facing center of circle, step forward with left foot, bringing the right foot together with left foot. Step forward on right foot, bringing the left foot together with the right foot, raising arms over head. Take 2 steps back to place, lowering arms.

2. Left toe touch 4 times, keeping time with music (Change, placing hands on hips after each toe touch)
   Right toe touch - 4 times.

Chorus:

3. Right side bends - 4 times.

Chorus:

4. Left side bends - 4 times.

Chorus:

Variation With Balls

Formation: Single circle facing center

Action:

1. Bounce and catch ball with both hands 4 times, moving feet as follows:
   Left-step together-pause, right-step together-pause
   Bounce and catch ball with both hands 4 times, moving feet as follows:
   Left-step together-pause, right-step together-pause.

Chorus:

Toss the ball up, clap hands together-in front once, then in back, then as the ball bounces, then in front again-and catch the ball. Do this twice to the count of toss-clap-clap-clap-catch.

2. Bounce-catch the ball and step forward 4 times to the count of bounce-step-catch. Turn and repeat, turning when the start is reached.

3. Bounce and catch ball with both hands 4 times on right side (bounce-catch-hold).

Chorus:

4. Bounce and catch ball with both hands 4 times on left side (bounce-catch-hold).

(Cont'd)

Summary:

1. Bounce and catch with both hands 4 times
   Left-catch-hold, right-catch-hold
   Bounce and catch with both hands 4 times
   Left-catch-hold, right-catch-hold.

Chorus:

Toss, clap front, back, front-catch ball 2 times.

2. Bounce, step forward 4 times
   Forward bounce-catch, bounce-catch, bounce-catch, bounce-catch
   Turn, bounce-catch, bounce-catch, bounce-catch, bounce-catch.

Chorus:

3. Bounce and catch with both hands 4 times
   Right-catch, right-catch, right-catch, right-catch.

Chorus:

4. Bounce and catch with both hands 4 times
   Left-catch, left-catch, left-catch, left-catch.

Chorus:

78-C. METHODIST RECORD #M107 - PUT YOUR LITTLE FOOT

Variations Without Equipment

Formation: Single circle of boys or girls, facing counterclockwise

Action:

1. Begin with right foot and take 1 step, drawing up with the left foot. Then step with left foot, drawing up right foot. Repeat steps for a total of 8 steps.

2. Facing clockwise, repeat as in step 1.

3. Backs to center, draw step out 4 steps, turn.

4. Facing center, draw step in 4 times, turn.

5. Repeat Numbers 3 and 4.

Summary:

1. Counterclockwise, step-close, step-close, step-close, step-close
   step-close, step-close, step-close, turn.

2. Clockwise, step-close, step-close, step-close, step-close,
   step-close, step-close, step-close, turn.

(Cont'd)

3. Step out 1-2-3-4, turn.

4. Step in 1-2-3-4, turn.

5. Repeat Numbers 3 and 4.

Variation With Balls

Action:

1. Bounce-catch 7 times clockwise.

2. Bounce-catch 7 times with backs to center.

3. Right dribble out 2-3-4-catch, turn.

4. Left dribble in 2-3-4-catch.

5. Toss-catch 2 times out-turn-counterclockwise
   Toss-catch 2 times in-turn-counterclockwise.

Summary:

1. Bounce 2-3-4-5-6-7-catch, turn.

2. Bounce 2-3-4-5-6-7-catch, turn.

3. Bounce 2-3-4-catch, turn, backs to center.

4. Bounce 2-3-4-catch, turn, facing center.

5. Toss-catch, toss-catch-out, turn
   Toss-catch, toss-catch-in.

78-D. METHODIST RECORD M107 - FIREMAN'S DANCE

Variations Without Equipment

Formation: Two couples in line facing - one line facing clockwise, the other facing counterclockwise.

Action:

1. Couples facing clockwise move 4 slide steps toward the center of the circle and 4 slide steps back to place. Couples facing counterclockwise move 4 slide steps toward the outside of the set to the wall (16 counts) and back.

(Cont'd)

2. Reverse action with clockwise couples moving 4 slide steps toward the outside. Counterclockwise couples move toward the center of the circle and back to place.

3. Couples do a right and left through and turn and hold for 4 counts (16 counts).

4. Couples do a right and left through and turn and hold for 4 counts (16 counts).

5. Couples move forward 4 steps and return to place, 4 steps.

6. Couples walk through the opposite line, passing right shoulders to meet a new couple and form a new set (8 counts).

Variations With Balls

Formation I: Two couples facing - one clockwise, the other counterclockwise.

Action:

1. Clockwise couples move 4 slide steps toward center of the circle with 4 bounce-catch, and 4 bounce-catch back to place. Counterclockwise couples move 4 slide steps toward the outside with 4 bounce-catch and back to place.

2. Reverse action in opposite direction.

3. Couples walk forward 4 steps, dribble ball 4 times for a right and left through, passing to the right, hold ball for 4 counts, and with 4 dribble steps return to place (Dribble 2-3-4-hold ball, and turn 2-3-4, return to original place).

4. Couples walk forward 4 steps, dribble ball 4 times for a right and left through, passing to the right, hold ball for 4 counts and, with 4 dribble steps return to place (Dribble 2-3-4-hold ball, turn 2-3-4, return to original place).

5. Dribble ball forward 4 steps and dribble backward to place.

6. Hold ball and pass through to meet new couple.

Formation II: Lines (squads) counted off by two's.

Action:

1. Lines numbered 1 step up one step and move 4 slide steps to the right with 4 bounce-catch and back to place; lines numbered 2 move 4 slide steps to the left with 4 bounce-catch and back to place.

(Cont'd)

2. Repeat step 1 with lines moving in opposite directions.

3. Lines dribble ball forward 4 steps, turn, and dribble ball back to place.

4. Repeat step 3.

5. Dribble ball forward 4 steps and dribble backward 4 steps.

6. Hold ball and pass through to meet new couple.

Summary

Formation I:

1. Right slide-catch, slide-catch, slide-catch, slide-catch
   Back slide-catch, slide-catch, slide-catch, slide-catch.

2. Left slide-catch, slide-catch, slide-catch, slide-catch
   Back slide-catch, slide-catch, slide-catch, slide-catch.

3. Dribble forward 2-3-4-catch, turn-hold-2-3-4
   Dribble back 2-3-4-catch, turn-hold-2-3-4.

4. Dribble forward 2-3-4-catch, turn-hold-2-3-4
   Dribble back 2-3-4-catch, turn-hold-2-3-4.

5. Dribble forward 2-3-catch, dribble backward 2-3-catch.

6. Hold ball and pass through.

Formation II:

1. Right slide-catch, slide-catch, slide-catch, slide-catch
   Back slide-catch, slide-catch, slide-catch, slide-catch.

2. Left slide-catch, slide-catch, slide-catch, slide-catch
   Back slide-catch, slide-catch, slide-catch, slide-catch.

3. Dribble forward 2-3-catch, turn, dribble back 2-3-catch.

4. Repeat.

5. Dribble forward-3-4, dribble backward-3-4
   Dribble forward-3-4, dribble bac ard-3-4.

78-E. METHODIST RECORD #M110 NEWCASTLE

Variation With Balls

Formation: Large single circle, each person having a number.

(Cont'd)

Action:

1. a. Dribble to the center 4 and back in place 4 (8 counts, right hand clockwise). Facing counterclockwise in the circle, walk 4 counts, dribble 2-3-catch.

   b. Dribble to the center 4 and back 4 (8 counts, left hand clockwise. Facing clockwise in the circle, walk 4 counts. Facing the center, left, right, left, close (4 counts).

   c. Repeat a.

   d. Repeat b.

2. a. Take 4 polka steps counterclockwise (16 counts), bounce-catch.

   b. Hold the ball with the left hand and slap with the right (8 slaps, 8 counts).

   c. Repeat slapping with left.

   d. Bounce the ball 8 times to 16 counts (both hands).

   e. Bounce, step, step, hop (4 times to 16 counts).

3. a. No. 1 dribble 4 to center, 1-2-3-4-hold ball overhead (4 counts)
   No. 2 dribble 4 to center, 1-2-3-4-hold ball overhead (4 counts)

   b. No. 1 dribble 4 back into place, hold ball overhead (4 counts)
   No. 2 dribble 4 back into place, hold ball overhead (4 counts)
   All standing in place bounce 4 times and hold overhead (4 counts).

   c. Bounce 8 times with right hand.

   d. Bounce 7 times with left hand and catch.

   e. Toss and catch, bounce-catch (alternating for a total of 8).

4. a. Repeat c, d, and e of Number 3.

   b. Repeat all of Number 1.

Summary:

1. a. Dribble in 2-3-catch
   Dribble back 2-3-catch
   Dribble left 2-3-catch
   Dribble back to place 2-3-catch.

(Cont'd)

b. Dribble in 2-3-catch
Dribble back 2-3-catch
Dribble right 2-3-catch
Dribble back to place 2-3-catch

c. Dribble in 2-3-catch
Dribble back 2-3-catch
Dribble left 2-3-catch
Dribble back to place 2-3-catch

d. Dribble in 2-3-catch
Dribble back 2-3-catch
Dribble right 2-3-catch
Dribble back to place 2-3-catch.

2. a. Step-bounce-catch-hop, step-bounce-catch-hop
Step-bounce-catch-hop, step-bounce-catch-hop

b. Slap right 2-3-4-5-6-7-8

c. Slap left 2-3-4-5-6-7-8

d. Bounce 2-3-4-5-6-7-8.

3. a. No. 1 center 2-3-4, hold 2-3-4
No. 2 center 2-3-4, hold 2-3-4

b. No. 1 back 2-3-4, hold 2-3-4
No. 2 back 2-3-4, hold 2-3-4

c. Right dribble 2-3-4-5-6-7-8

d. Left dribble 2-3-4-5-6-7-catch

e. Toss-catch, bounce-catch
Toss-catch, bounce-catch
Toss-catch, bounce-catch
Toss-catch, bounce-catch

f. Right dribble 2-3-4-5-6-7-8
Left dribble 2-3-4-5-6-7-catch
Toss-catch, bounce-catch
Toss-catch, bounce-catch
Toss-catch, bounce-catch
Toss-catch, bounce-catch.

4. Repeat Number 1.

78-F. METHODIST RECORD #M110 - SPINNING WALTZ

Variations Without Equipment

Formation: Squads of 8 to 10 or a circle.

Action:

1. a. Step on left foot and swing right foot across in front (for better balance swing arms up on each rise: step, swing, rise), 1-2-3

   b. Repeat with opposite foot (step, left, swing right foot across), 1-2-3.

2. Starting with right foot, walk 4 counts around in a circle, back to place, 1-2-3, stopping on 4.

3. Repeat Numbers 1 and 2 in opposite directions.

4. Walk 4 pause-steps to the left, 1-2-3-4, and 4 pause-steps to the right, 1-2-3-4. Starting on left foot, count left 2, right 2. Repeat.

5. Walk 2 pause-steps in, starting on right foot and 2 pause-steps back in place, starting on left foot. Count in 2, back 2.

Summary:

1. Step-left-swing-rise
   Step-right-swing-rise.

2. Walk 2-3-4.

3. Step-left-swing-rise
   Step-right-swing-rise
   Walk 2-3-4.

4. Left 2-3-4, right 2-3-4
   Left 2, right 2.

5. In 2, back 2
   In 2, back 2.

Variation With Balls

Formation: Squads (Boys facing boys - girls facing girls)

Action:

1. Starting on right foot, take 1 step, bouncing ball to the right of body and catch: step, bounce-catch-count 1-2-3.

2. Partners facing exchange balls with a bounce-pass to each other 4 times-count 1-2-3-4: bounce-bounce, bounce-bounce.

3. Repeat Numbers 1 and 2.

4. Starting on right foot, walk 4 steps to the right with a bounce-catch with each step, and 4 steps to the left back to place-count 1-2-3-4, back 1-2-3-4. Repeat.

(Cont'd)

5. Starting on right foot, walk 4 steps up, with a bounce-catch with each step, and 4 steps back to place (count 16)-1-2-3-4, back 2-3-4. Repeat.

Summary:

1. Bounce-catch, toss-catch
   Bounce-catch, toss-catch.

2. Bounce 4 times to partners, bounce-catch
   Bounce-catch, bounce-catch, bounce-catch.

3. Bounce-catch, toss-catch
   Bounce-catch, toss-catch
   Bounce 4 times to partners, bounce-catch
   Bounce-catch, bounce-catch, bounce-catch.

4. Right bounce-catch, bounce-catch, bounce-catch, bounce-catch
   Left bounce-catch, bounce-catch, bounce-catch, bounce-catch.

5. In-catch, in-catch
   Back-catch, back-catch
   Repeat.

   NOTE: When exchanging balls with partners, children take a step forward for better balance.

78-G. METHODIST RECORD #M110 - ROAD TO THE ISLES

Variations Without Equipment

Formation: Single circle of boys or girls facing counterclockwise-or squad formation.

Action:

1. Place left toe diagonally forward to the left (count 1,2); then step behind the right foot with the left foot (count 3); step to the right with the right foot (count 4). Draw left foot to right (count 1,2). Repeat the same action, starting with the right toe diagonally.

2. a. Beginning with the left foot, move forward around the circle or lines with 2 Schottische steps (step 2,3). Hop-step 2-3-hop, and a quick turn in the opposite direction.

   b. Beginning on the left foot, do another step 2-3-turn and face in the original direction.

   c. Stamp 3 times in place: right, left, right.

   NOTE: If you do not have enough space while in squads, have students do Schottische steps in place: step 2-3-hop - step-2-3-turn, etc.

(Cont'd)

Summary:

1. Point left, back, side, together
   Point right, back, side, together.

2. a. Step 2-3-hop, step-2-3-turn

   b. Step 2-3-turn

   c. Stamp-stamp-stamp.

Variation With Balls

Action:

1. Point left-back-side-together, bounce-catch with both hands
   Bounce 2-3-catch
   Point right-back-side-together, bounce-catch with both hands
   Bounce 2-3-catch.

2. a. Dribble forward, 2-3-catch-turn, back, 2-3-catch-turn

   b. Forward 2-3-catch

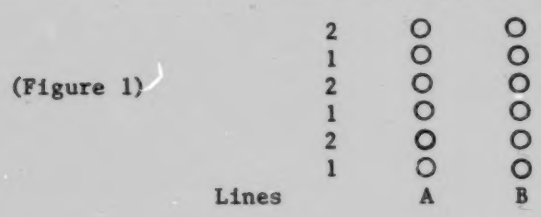
   c. Right hand bounce 2-3-catch.

78-H. METHODIST RECORD #M102 - WAVES OF TORY

Variations Without Equipment

Formation: Longways set of lines A and B, boys opposite boys, girls opposite girls, 8 feet apart. Lines A and B, are paired into sets numbered 1-2, 1-2, all down the line (See Figure 1).

(Figure 1)



Action:

1. The Waves: Boys and girls in their lines A and B, walk toward each other 3 steps forward, turn clockwise, walk back to place with 3 steps and turn. Repeat.

2. Whirlpools: Slide to left (slide-close, slide-close) 4 slides, then shift to right 4 slides, ending in line in original place.

3. Repeat Waves as in Number 1.

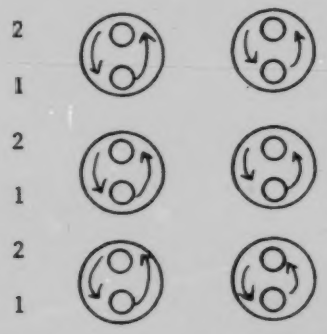
4. Repeat Whirlpools, starting to the right.

(Cont'd)

5. Waves Sweep Out to Sea: All face head of the set. Head lines A and B turn sharply to the right, promenading down beside the line toward the foot of the set, all lines following. Head lines A and B return to original place, the others following, making sharp right turn again before heading up the set.

6. Whitecaps: Numbers 1 and 2 face each other. Number 1 walks around Number 2 clockwise 8 steps. Repeat, with Number 2 walking around Number 1.

(Figure 2)



7. Waves of Tory: Number 1 casts off, followed by the right side down the right side and the left side down the left side. At the foot, the head number 1's make a double arch by joining finger tips and raising them high. All the other numbers go through the arch and return to place in the line.
Number 2 now becomes Number 1, and Number 1 becomes Number 2.

Variation With Balls

1. Dribble forward 2-3-catch, turn
Dribble back 2-3-catch, turn
Dribble forward 2-3-catch, turn
Dribble back 2-3-catch, turn.

2. Left slide-close, slide-close, slide-close, slide-close; bounce-catch with both hands four times
Right slide-close, slide-close, slide-close, slide-close; bounce-catch with both hands four times.

3. Dribble forward 2-3-catch, turn
Dribble back 2-3-catch, turn
Dribble forward 2-3-catch, turn
Dribble back 2-3-catch, turn.

4. Right slide-close, slide-close, slide-close, slide-close (Dribble with left hand)
Left slide-close, slide-close, slide-close, slide-close (Dribble with right hand).

(Cont'd)

5. Lines A and B turn to the right and promenade, dribbling the set.

6. Number 1's dribble around Number 2's 7 times and catch (Dribble ball with right hand).
   Number 2's dribble around Number 1's 7 times and catch (Dribble ball with left hand).

7. Lines cast off, dribbling, head numbers stopping at foot of set; remainder return to place by passing between head numbers.

78-I. METHODIST RECORD #M102 - DANISH SCHOTTISCHE

Variations Without Equipment

Formation: Single circle of boys or girls facing counterclockwise.

Action:

1. Beginning with right foot, take 2 Schottische steps forward, then do 4 step-hops forward. Repeat all.

2. Boys or girls with backs to center of circle, take 1 Schottische step away from center, turn, take 1 Schottische step toward center.

3. Repeat 2.

4. Hop on right foot 8 times; hop on left foot 7 times.

Summary:

1. Right 2-3-hop, left 2-3-hop
   Step-hop, step-hop, step-hop, step-hop
   Right 2-3-hop, left 2-3-hop
   Step-hop, step-hop, step-hop, step-hop.

2. Out step-step-hop
   Center step-step-hop.

3. Out step-step-hop
   Center step-step-hop.

4. Right hop-hop-hop-hop-hop-hop-hop
   Left hop-hop-hop-hop-hop-hop-hop.

Variations With Balls

Action:

1. Right dribble 2-3-catch-turn, left dribble 2-3-catch-turn
   Right bounce 2-3-4-5-6-7-8, left bounce 2-3-4-5-6-7-catch.

2. Dribble out 2-3-catch-turn
   Dribble center 2-3-catch-turn.

3. Dribble counterclockwise 2-3-4-5-6-7-catch.

79. ROPE RHYTHMICS GAMES AND RELAYS - UNIT OF INSTRUCTION

GRADE KINDERGARTEN - 7

INTRODUCTION

The rope drills in this Unit are designed for grades Kindergarten through 7, with the less difficult drills being introduced in the primary grades and the more difficult in the elementary grades.

Additional drills may be used, but the selected drills in the unit should be introduced first as basic to more complicated skills for best results.

At all grade levels, a review in rope skipping should precede the rope rhythms, games and relays in the unit, especially in the primary grades.

Objectives

1. To develop a sense of rhythm and total body control
2. To develop endurance
3. To develop strength in the leg muscles
4. To develop increased circulation
5. To develop the ability to jump steadily in order to play games and relays.

Basic Rules

1. To follow directions given in chanted rhymes
2. To listen to music so that performer will jump on beat of music
3. Have ropes available at several locations and for the maximum number of pupils
4. Have children go from the simple rope activities to the more difficult
5. Group according to ability.

Safety

1. Each performer must remain a safe distance from the turning rope.
2. Those turning the rope should turn the prescribed way for each game.

3. No one is to play with the rope so as to cause injury to a jumper or to persons near by.

4. Running between jumpers should be avoided.

5. Area should be free of obstacles.

6. Ropes should be tied loosely around waist when contestants not jumping.

Equipment

1. Small or individual rope should be 9 feet long with ends taped. This length of rope may be suitable for pupils of all ages.

2. Long rope should be 12 to 16 feet in length, with ends taped.

3. Rhythmic records and record player should be available.

ORGANIZING THE CLASS FOR ROPE JUMPING

Individual Ropes

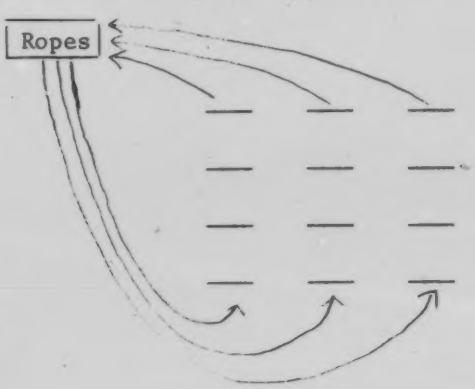
1. Allow enough space for rope jumping to prevent jumpers being hit or ropes becoming tangled.

   a. Pupils should form a line or lines, leaving 6 to 8 feet between lines. Use painted circle on multiple-use areas to space jumper when out of doors.

   b. Have alternate lines move 1 or 2 steps to the left or right to allow each pupil more space to front and rear.

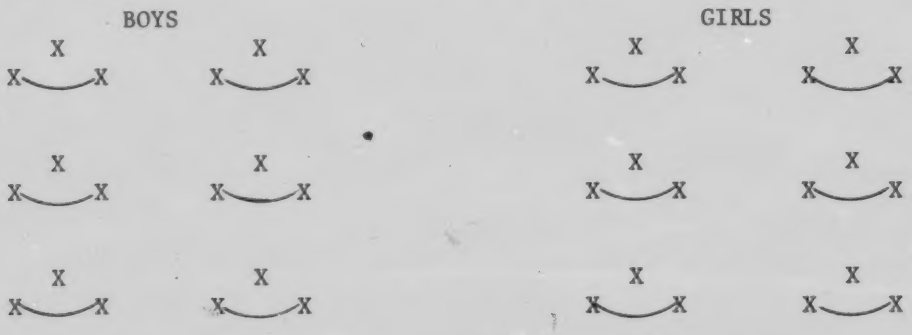
Figure A	Figure B
– – – –	– – – –
– – – –	– – – –
– – – –	– – – –
– – – –	– – – –

2. To expedite activity, each line of pupils should obtain the ropes and tie them loosely around the waist until ready to use. Ropes should be tied by each pupil and returned in the same manner.

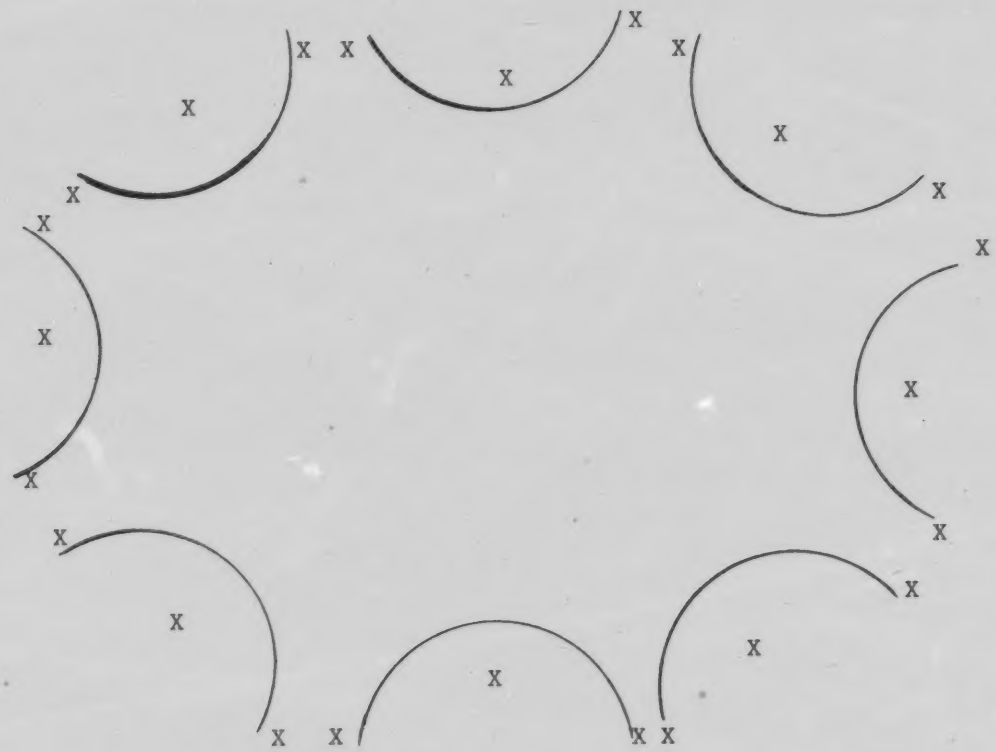


Long Ropes

1. Divide the class into groups of 3 or according to the number of long ropes available.



2. Circle Formation



Suggested Outline and Time Allotment for Rope Jumping

Rope jumping as a warm-up activity should take place at the beginning of of each class period.

Five minutes:
1. Rope obtained and tied around waist by each pupil
2. Rope jump relays and drills performed
3. Ropes folded and returned to storage box

Fifteen minutes: Instruction in skills; explanation of rules to activities; squad practice of skills

Ten minutes: Relays, recreational activities

Teaching Rope Jumping

If classes meet twice a week, one day can be allotted for rope jumping skill instruction and the other day for teaching skills of other activities. If classes meet each day of the week, alternate days for a given period of time can be used for instruction.

Five minutes: Relays, conditioning exercises

Fifteen minutes: Ropes obtained; instruction given in the skills of rope jumping

Ten minutes: Rope jumping rhythmics or game
Ropes folded and returned to storage box.

Fundamentals of Rope Jumping

Long Ropes - 2 turners and 1 jumper
Alternate a turner with the jumper
Allow ample space between ropes.

1. The children are taught jumping rope with long ropes first. The following procedure is used:

   a. Teach children to turn the long rope; i.e., use whole arm to make a circle in front of the body as rope is turned. Turn the rope slowly and be sure it touches the floor.

   b. Put a rope on the floor. The child jumps over it; i.e., stands with side to rope, feet together, jumps across rope and returns to starting position. Practice this with the caution to jump slowly. Child should keep eyes on one of the turners.

   c. Child stands in long rope. Turners touch child's feet with rope and then turn rope so child can jump (This touch to child's foot tells him to get ready).

   d. Foot patterns: Feet together, legs crossed at ankles, one foot, alternate feet.

2. Running in and out of the long rope

   a. Procedures for teaching running in

      (1) When the rope hits the floor, the child is to run under the rope and to the other side without jumping. Turners turn the rope toward the child.

      (2) Repeat, but have the child jump 1 time. Increase the number of jumps as the child progresses.

   b. Procedure for teaching running out

      When the rope hits the floor, have the child jump and run out when rope is overhead and moving to the opposite side.

   c. Procedure for teaching running in and out the back door

      (1) The turners turn the rope away from the child.

      (2) When the rope nears the floor, have the child run and jump over the rope and run out. Increase the number of jumps as ability increases.

Short Ropes

Straight Jump - 1 rope - 1 turner

Procedures for teaching

(1) Rope is held so the loop is behind the ankles or feet.

(2) Swing the rope over head and down under both feet. Feet are raised just enough for rope to pass under.

(3) Swing rope overhead. As it reaches its full height, both feet are raised lightly - "tap."

(4) Repeat.

Rope Skipping Suggestions

1. Keep the body straight and eyes looking straight ahead.

2. Keep feet, legs and ankles together and skip so as to leave just enough room for the rope to pass under.

3. Land on the balls of the feet with knees slightly bent to absorb the shock.

Long Rope Jump Drills

1. Record: Five Foot Two - Honor Your Partner - Album 12

   Jumpers and turners should be arranged for the maximum amount of space. One is designated as the leader. The leader calls the various jumps.

   a. Both feet together 5 times
   b. Right foot 3 times
   c. Left foot 3 times
   d. Alternate feet 2 times
   e. Straight jump 2 times
   f. Rebound jump 2 times
   g. Legs crossed at ankles 4 times
   h. Both feet together - hands on hips - 4 times
   i. Stoop and jump
   j. Run out
   k. Run in - jump 3 times - run out.

2. Record: Little Brown Jug - Methodist M-107

   a. Two-step jump - 8 counts
   b. Hop on right foot - 4 counts
   c. Hop on left foot - 4 counts
   d. Skip jump - 8 counts
   e. Fast jump on two feet - 16 counts.

80. LONG ROPE GAMES

80-A. Baby's Cradle

Equipment: 1 long rope for every 3 performers
Formation: 2 turn rope with 1 jumping. Alternate so that each jumper will have a chance.

Jump a rope, swaying from side to side. Rope is held at same height throughout. Each performer jumps 5 times.

80-B. Snake

Equipment: 1 rope for every 5 performers
Formation: Circle of 4 with 1 in the center

Wriggle, wave or wag rope sideways on floor. Performers jump over wriggling rope and try not to be bitten. For variety, the rope may be raised while being wriggled.

80-C. Cut the Cheese

Equipment: 1 long rope for every 5 performers
Formation: Circle of 4 and 1 performer in center

Wave the rope up and down. Performer jumps over rope and tries not to let the rope touch him.

80-D. Running Through School

Equipment: 1 rope for every 3 jumpers
Formation: 2 turn while 1 jumps - groups scattered over play area

1. Run through a turning rope without jumping it.
2. Run in, jump once, run out. Continue to add a jump for each grade.
3. For college years, go in the "back door" and jump, adding a jump for each year.

81. LONG ROPE RHYTHMICS

81-A. Siamese Twins

Equipment: 1 long rope for every 2 players
Record: Little Brown Jug - M107

Each turner makes a three-quarter turn while swinging the rope, and both jump the rope simultaneously. Each jumper tries not to be the first to miss.

81-B. Double Dutch

Equipment: 2 long ropes for every 3 jumpers
Record: Hopak - M110

Players turn 2 long ropes. Each turner holds 1 hand slightly higher than the other. One rope is held still and to the side out of the way. Turners start turning 1 rope and then begin turning the second rope in the opposite direction. Third player runs in, jumps both ropes in turn as each strikes the ground or floor. Jumping will be faster than for a single long rope.

81-C. Short Inside the Long

Equipment: 1 long and 1 short rope for every 3 performers
Records: Fireman's Dance - M107
Irish Washerwoman - M103

Long rope is turned by 2 players, and third player runs in while jumping short rope. He continues to jump both ropes together.

81-D. Rope Jump-Bounce Ball

Equipment: 1 long rope and 1 ball for every 3 jumpers
Record: Little Brown Jug - M107

Long rope turned by 2 people while another skips and bounces a ball in the center

81-E. Pop Goes the Weasel

Equipment: 1 long rope for every 3 players
Formation: Circle
Record: Pop Goes the Weasel - Childhood Rhythms - Album IV

Two students turn a long rope while 1 student jumps. On the word "Pop" of the song, students jump and move counter-clockwise to the next long rope.

81-F. Seven and Threes

Equipment: 1 long rope for every 3 players
Formation: Circle
Record: Seven and Threes - Childhood Rhythms - Album VI

Two students turn a long rope while 1 student jumps 7 jumps twice. Jumper moving counter-clockwise claps 3 times twice while moving on to the next long rope.

CHANTED VERSES FOR LONG ROPES

81-G. Chickety, Chickety, Chop

Equipment: 1 rope for each group of 3 or 1 rope for each performer
Formation: Individuals in a line or groups of 3 in a line

Chanted Verse: Chickety, Chickety, Chop-
How many times before I stop?
1, 2, 3, 4, etc.

Two pupils turn while the third jumps. Performers alternate after each misses.

81-H. H - O - T

Equipment: 1 rope for each group of 3
Formation: Groups in line formation

Chanted Verse: H - O - T spells
Red hot pepper!

On the word "pepper" the performers jump as rapidly as possible.

81-I. Charlie Chaplin

Equipment: 1 rope for every 3 jumpers
Formation: Groups in a line

Chanted Verse: Charlie Chaplin sat on a pin-
How many inches did it go in?
1, 2, 3, 4, 5, 6, etc.

Jump, turning rope for every other word. Continue counting until a miss occurs.

81-J. Cinderella

Equipment: 1 rope for each group of 3

Chanted Verse: Cinderella, dressed in white,
Went upstairs to clean the flues.
How many flues did she clean?
1, 2, 3, 4, 5, etc.

Cinderella, dressed in white,
Went upstairs to turn out the lights.
How many light bulbs did she use?
1, 2, 3, 4, 5, etc.

Jump a turning rope for every other word.

81-K. One, Two, Buckle My Shoe

Equipment: 1 rope for each group of 3
Formation: Groups in a line

Chanted Verse: 1 - 2 Buckle my shoe
3 - 4 Shut the door
5 - 6 Pick up sticks
7 - 8 Lay them straight
9 - 10 Big fat hen
11 - 12 Ring the bell
13 - 14 Maid a-courting
15 - 16 Girls a-fixing
17 - 18 Boys a-waiting
19 - 20 That's a-plenty

Jump a turning rope for every other word. Work out pantomime while jumping. out at end of verse.

81-L. Teddy Bear

Equipment: 1 rope for each group of 3
Formation: Groups scattered

Chanted Verse: Teddy Bear, Teddy Bear, turn around
Teddy Bear, Teddy Bear, touch the ground
Teddy Bear, Teddy Bear, buckle your shoe
Teddy Bear, Teddy Bear, you'd better skiddoo
Teddy Bear, Teddy Bear, go upstairs
Teddy Bear, Teddy Bear, say your prayers
Teddy Bear, Teddy Bear, switch off the lights
Teddy Bear, Teddy Bear, say good night.

81-M. Down in the Valley

Equipment: 1 rope for each group of 3
Formation: Groups scattered

Chanted Verse: Down in the valley, where the green grass grows,
Sat little Mary as sweet as a rose-
Along came Johnny and kissed her on her nose.
How many kisses did she get?
1, 2, 3, 4, 5, etc.

81-N. Lady, Lady, at the Gate

Equipment: 1 rope for each group of 3
Formation: Groups scattered

Chanted Verse: Lady, lady, at the gate,
Eating cherries from a plate.
How many cherries did she partake?
1, 2, 3, 4, 5, etc.

SHORT ROPE DRILLS

1. Leg Swing

   Hop on 1 foot - swing the other foot forward.

2. Skip

   Skip while traveling.

3. Single Hop

   Hop forward on right foot and return on left foot. Raise other foot and hold high with bent knee.

4. Run and Jump

   Run 3 steps, then jump 3 times in place, and again run 3 steps. Repeat.

5. Legs Crossed

   Jump forward on both feet with 1 ankle crossed over the other.

6. Gallop

   Place 1 foot in front of the other. Hop on front foot, then on back foot, attempting to move forward.

7. Combination

   Jump forward with both feet together and hop back to starting line on 1 foot.

8. Variations

Equipment: 1 short rope for each player
Formation: 6 jumpers to a circle

A. 2 skip jumps moving forward
6 fast jumps in place with feet together
2 skip jumps backward
6 fast jumps in place
Hop 8 times placing alternate heels forward on the floor
Repeat entire groups of steps until music stops.

B. Turn rope forward and jump with both feet together
Turn rope backward and jump with both feet together
Turn rope forward and jump on right foot 4 times, then on left foot 4 times
Turn rope backward and jump on right foot 4 times and on left foot 4 times
Turn rope forward and jump on alternating feet
Turn rope backward and jump on alternating feet

These skills will help develop muscular balance and coordination.

9. Cross Arm

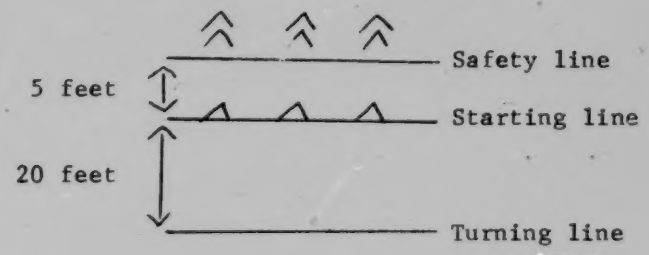
1. Place loop of rope behind the heels.
2. Swing rope over head and under both feet.
3. As rope swings over head, do a rebound jump and cross arms so that hands will be shoulder height.
4. Swing the rope down and under both feet.

SHORT ROPE RELAYS

Some short rope drills may be used for relays. The distance allotment formation shown below should be observed:

Equipment: 1 short rope for each team of 3
Formation: Team of 3 in line formation

Each performer will jump the rope for 20 feet and return to the starting line, give rope to next performer and continue relay until all have jumped.



Suggested drills for relays:

Number 2 - Skip
Number 4 - Run and Jump
Number 5 - Legs Crossed
Number 6 - Gallop

82. SHORT ROPE RHYTHMICS

82-A. Seven and Threes

Formation: Circle or line
Record: Seven and Threes - Childhood Rhythms - Album VI

Each student, with a rope, skips 7 counts and jumps 3 counts in place on both feet. They then reverse direction, skipping 7 counts, jumping feet together for 3 counts. Repeat.

82-B. Mexican Social Dance

Formation: Circle or line
Record: Mexican Social Dance - Childhood Rhythms - Album VI

Students with individual ropes jump, using the Mexican dance step and jumping 8 counts on both feet on the chorus. Repeat.

82-C. Saturday Afternoon

Formation: Circle
Record: Saturday Afternoon - Childhood Rhythms - Album VI

Students in small circle singing, as student with individual rope skips around inside the circle. At the end of the first 2 lines of the song, student with rope stops and faces 1 of the students in the circle and they jump rope together for the last 2 lines of the song. Students in the circle are jumping in place on 2 feet. Rope is given to the jumping partner, and game is started from the beginning.

82-D. Pease Porridge Hot

Formation: Line or circle
Record: Pease Porridge Hot - Childhood Rhythms - Album VI

Jump 4 counts with feet together
Jump 4 counts on right foot
Jump 4 counts on left foot
Repeat these 3 movements.
On chorus, using the rock step, jump 8 counts.
Repeat all movements.

82-E. Pop Goes the Weasel

Formation: Circle
Record: Pop Goes the Weasel - Childhood Rhythms - Album IV, or M-104

Circle skip step to right, turning on "Pop." Skip to left. Face circle on "Pop" and jump in place with hand cross. Repeat.

82-F. Little Brown Jug

Record: Any record having a 4-4 count

1. Double-jump with bounce (8 jumps to 16 counts).
2. Jump on right foot (4 jumps to 8 counts).
3. Jump on left foot (4 jumps to 8 counts).
4. Skip (8 jumps to 16 counts).

82-G. Spinning Waltz

1. Basic box step must be taught:

   a. Step forward on right foot - count 1
      Step forward on left foot - count 2
      Step in place on right foot - count 3.

   b. Cross left foot over right - count 1
      Step right with right foot - count 2
      Place left foot next to right foot - count 3.

   c. Step back with right foot - count 1
      Step back with left foot - count 2
      Place right foot next to left foot - count 3.

   d. Step left with left foot - count 1
      Place right foot next to left foot - count 2
      Step left with left foot - count 3.

2. At each corner of the box 2 quick steps are taken.

3. The call would be:

   Up-2-3
   Right side-2-3
   Back-2-3
   Left side-2-3 (Note: Cross left foot)

82-H. Little Brown Jug

Double Jump

1. Two people turning and jumping the same rope
2. This can be done facing the same way or facing opposite directions.

82-I. Jump Turn

Equipment: 1 short rope for each player
Formation: Squad with 3 feet between players and 10 feet in front.
Record: Trip to Helsinki - M106

Turn around while jumping in place.

82-J. Heel, Heel

Equipment: 1 short rope for each player
Formation: Squad with 3 feet between players and 10 feet in front
Record: La Raspa - M106

Hop, placing alternate heels forward on the ground.

82-K. Toe Tap

Equipment: 1 short rope for each player
Formation: Squad with 3 feet between players and 10 feet in front
Record: La Raspa - M106

Hop with free leg and ankle extended forward, with little toe of forward foot tapping the ground.

82-L. Four Feet

Equipment: 1 short rope for each player
Formation: Squad with 3 feet between players and 10 feet in front
Record: Little Brown Jug - M107

Place two jumpers facing, 1 being the turner. Both jump at the same time with both feet together.

82-M. Rock

Equipment: 1 short rope for each performer
Record: Little Brown Jug - M107

Place one foot in front of the other. Hop on front foot, then on back foot, and continue rocking motion. Change feet and repeat.

82-N. Feet Together and Apart

Equipment: 1 short rope for each performer
Record: Fireman's Dance - M107

Alternate jumping with feet together and jumping with feet spread apart.

82-O. Crossed Elbows

Equipment: 1 short rope for each performer
Record: Little Brown Jug - M107

Cross arms at elbows and turn rope with hands far out at sides.

Note: For other rope jumping skills, refer to Rope Skipping Instruction Manual in Album #12 - Honor Your Partner.

83. SOCCER UNIT OF INSTRUCTION

Origin and History

Soccer originated in England in the nineteenth century and today is to many countries what football is to the United States.

Soccer is played by two opposing teams trying to drive a ball through the goal of the rival team. The game is played without the use of the hands (with the exception of the goal keeper), but with the feet.

Objectives

A. Development of speed, stamina, poise and judgment

B. Development of a sense of team play

C. Development of body balance.

Value of Activity

Soccer provides an activity for pupils to participate in a game that requires the utmost in physical stamina and team play. Therefore, in the practicing of the various drills and the playing of the game, there should be a noticeable improvement of the physical condition in stamina and in agility. Soccer also introduces many pupils to a game that is internationally popular, but one about which many of our pupils have little or no knowledge.

Safety

A. Gradually increase practice and playing time.

B. Teach the use of the arms to block ball.

C. Do not kick ball that is above the waist.

D. Do not head any ball that is below the head.

E. Use dribble and pass instead of trying to kick hard all the time.

F. Refrain from pushing, tripping, striking or holding.

G. Check shoe laces before playing and at intervals thereafter.

H. Learn to relax when hitting the ground.

I. Make sure playground is free of rocks, holes and glass.

83-A. SOCCER SKILLS

Soccer provides a wonderful opportunity for developing speed, stamina, poise, and judgment, in addition to giving the player an opportunity to develop the ground work for American football. Passing should be stressed, rather than kicking the ball hard. Teamwork plays an important part in soccer, as it does in American football.

Dribbling

Best dribbling results when the ball is kept just in front of the body. Feet should be used every other step, using inside of foot to tap ball.

Foot Dribble

Method number 1. To keep control of the ball while dribbling, it is best to use the inside of the foot. The ball is not really kicked, but just tapped forward, first with 1 foot, then with the other. Ball should not get more than 12 inches in front of player.
Method number 2. Use outside of foot. This increases the speed of running stride, but the player has less control of the ball.

Passing

Use inside of foot to kick ball. Use right foot to pass to the left, and left foot to pass to the right. The ball should be kicked in front of the receiver.

Trapping by Stepping on the Ball

Learn to trap with either foot. The foot is lifted; the ball comes under the foot, and the foot drops on the ball, clamping the ball between the foot and the ground. The toe is raised a little and the heel is lowered.

Position for Throw-in

Feet must be on or behind the sideline and parallel to it. The feet may be either together or apart. The heels may leave the ground, but the toes may not. Top spin should be given the ball by snapping the ball forward as the ball leaves the hands. Both hands must be used in making a throw-in.

Heading

This skill is not recommended for elementary school children.

Tackling

Tackling the soccer ball is the skill of getting the ball away from an opponent. Since the rules limit the amount of body contact, it is important to concentrate more on the ball than on one's opponent.

Method number 1: Get in front of the player with the ball and block his progress, in order to snatch the ball away.

Method number 2: Run alongside opponent until there is an opportunity to step in front of him, take control of the ball, and dribble it away or pass it to a teammate.

Note: For more detailed description of game and game skills see Physical Education for High School Students, AAHPER Publication, pp. 190-203.

Organization for Instruction

1. Review Section II, Organization, for basic techniques of organizing for group and individual instruction.

2. Use 1 ball for each pupil when practicing dribbling and trapping skills.

3. Use 1 ball for each couple when practicing dribbling, passing, trapping and tackling.

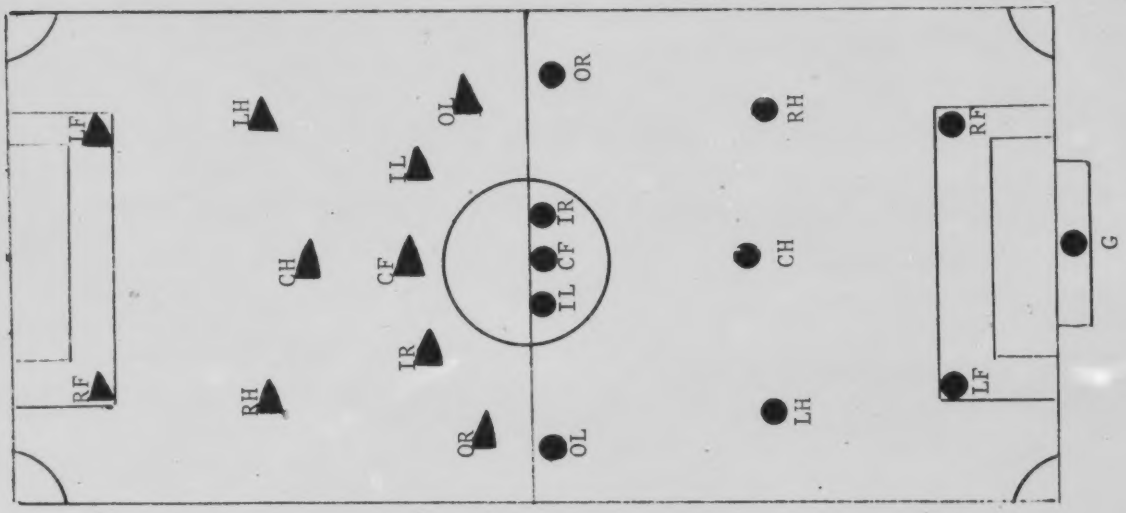
4. At least one-half of each instructional period should be spent practicing skills as shown above.

Basic Rules of Soccer

Soccer is a running and kicking team game in which the ball is controlled by the feet. In contrast to other games in which the ball is caught and thrown, the soccer ball may not be touched by the hands or arms. The object is to advance the ball toward the opponent's goal by passing or dribbling the ball with the feet or body, and scoring by sending the ball between the goal posts and under the cross bar.

1. Field: 120 by 240 feet
   Goal posts: 18 feet apart with bottom of cross bar 8 feet from ground
   Goal area: 15 feet beyond each goal post on goal line and 15 feet into the field
   Penalty area: From side line to side line and 45 feet from each corner

2. Diagram of field showing position of players for kickoff.



3. A Team: A team consists of 11 players - a goalie (the only player who can use his hands); a right and left fullback; a right, a left, and a center halfback; and 5 forwards: center forward, right inner, right wing, left inner, and left wing. The diagram above shows the playing field and position of the players at the kickoff.

4. Playing time: 2 halves of 10 minutes each, with between halves, a 3-minute intermission. No overtime period is played. Playing time is set up to take place within the scheduled 30-minute physical education period, allowing 5 minutes for warm-up exercises.

5. Kickoff: The 2 captains toss for choice of goal of kickoff. The kickoff is from the center of the field in forward direction. Opposing players shall not approach within 15 feet of ball until the ball is played.

6. Score: Score is made when all of the ball is legally passed between the uprights and under the crossbar. Each goal scored counts 1 point.

7. Out of Bounds: The ball is out of bounds when it has crossed the touch lines. To put the ball again in play, it is thrown in by a player of the opposite side from the team playing the ball last. The player throwing the ball must stand with both feet on the ground on or outside the touch line, facing the field of play, and shall throw the ball in (over his head with both hands) in any direction. It shall be in play when thrown in.

8. Goal Kick: A goal kick is awarded when the ball does not pass under the crossbar but over the goal line, being played last by the attacking side. It is then kicked from within the 15-foot goal area by the goal keeper.

9. Corner Kick: A corner kick is awarded the attacking side when the defending side plays the ball over its own goal line (not under the crossbar). It is taken from the corner nearest where the ball passed out of play.

10. Goalkeeper: The goalkeeper may use his hands on the ball within his own penalty area, but must not carry the ball more than 4 steps. The goalkeeper may be charged when holding the ball inside his goal area, or when outside the goal area if playing the ball.

11. A free kick from which a goal may not be scored direct shall be awarded to the opposite side from the place where the infringement occured for certain offenses:

    a. Carrying the ball by the goalkeeper more than 4 steps within the penalty area
    b. Charging the goalkeeper when he is not in possession of the ball, the charge being otherwise fair
    c. Playing the ball before it has been played by another player after throwing in, or after taking a free kick, or after a penalty kick
    d. Playing the ball to restart play after ball has been dropped but before it has touched ground
    e. Not kicking ball forward from a penalty kick
    f. A substitution or resubstitution being made when the ball is not dead or out of play.

12. A free kick from which a goal may be scored direct shall be awarded to the opposite side for the following offenses:

    a. Tripping, kicking, striking, holding, or pushing an opponent with the hand, arms or knees
    b. Jumping at or charging an opponent from behind
    c. Charging an opponent violently or dangerously
    d. Handling the ball -
        Outside the penalty area, or if by the attacking side within the penalty area. In this case, the free kick shall be made from the place where the infringement occured.

13. Referee should give 2 blasts of the whistle and raise his arms over his head when goal may be scored direct from free kick.

14. A personal foul is called and a free kick is awarded the opposing side when a player intentionally kicks, trips, holds, or pushes at an opponent.

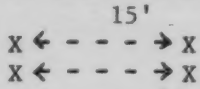
15. A penalty kick shall be awarded when the defending team commits any of the following fouls within penalty area:

    a. Tripping, kicking, striking, holding or pushing an opponent with the hands, arms or knees
    b. Jumping at or charging an opponent from behind
    c. Charging an opponent violently
    d. Handling the ball -
        The ball is placed on the 30-foot line in front of the goal and all the players except the goalkeeper and the player taking the kick must be outside the goal area until the kick is made.

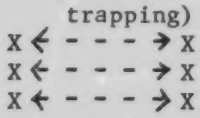
Suggested Daily Plan Per Class Meeting

FIRST

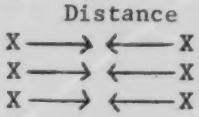
1. Relays
2. Soccer Background (Brief discussion of game)
3. Drills
   A. Toe Kick & Trap



   B. Rally (Kick without trapping)

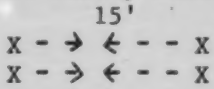


   C. Toe Kick for Distance

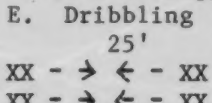


SECOND

1. Relays
2. Drills
   A. Toe Kick & Trap
   B. Rally
   C. Instep Kick



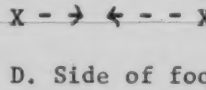
   D. Side of foot (2 L facing)
   E. Dribbling



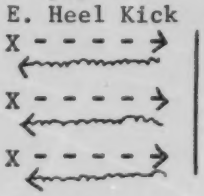
THIRD

1. Relays (Soccer Shuttle)
2. Drills
   A. Dribble & Pass

   B. Instep Kick



   C. Side of foot
   D. Passing with dribble (3 pupils)
   E. Heel Kick



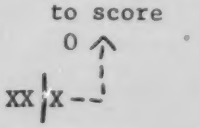
   F. Volley Kick (1 line bouncing)

FOURTH

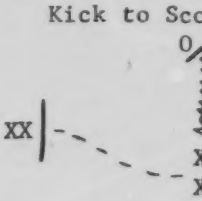
1. Relays (Soccer Shuttle)
2. Drills
   A. Dribble & Pass
   B. Heel Kick
   C. Volley Kick
   D. Driving and Trapping

FIFTH

1. Relays
   A. Soccer Shuttle
   B. Dribble & Pass
2. Drills
   A. Tackling
   B. One on One
   C. Dribble & Kick to score



   D. Pass & Kick Kick to Score



SIXTH

1. Relays
   A. Soccer Shuttle
   B. Dribble & Pass
2. Drills
   A. One on One
   B. Two on Two
   C. Dribble & Kick to score
   D. Pass & Kick to score
   E. Corner Kick
   F. Free Kick
   G. Goal Tending
   H. Coal Tending and Kick
3. Team Play

SEVENTH

1. Relays
   A. Soccer Shuttle
   B. Dribble & Pass
   C. Dribble, Trap and Return
2. Team Play

EIGHTH

1. Relays
   A. Soccer Shuttle
   B. Dribble & Pass
   C. Dribble, Trap and Return
2. Drills
   A. Roll-in
   B. Pass & Tackling (Two on Two)
3. Team Play

NINTH

1. Relays
   A. Soccer Shuttle
   B. Dribble & Pass
2. Team Play

TENTH

1. Relays
   A. Soccer Shuttle
   B. Dribble & Pass
2. Team Play

ELEVENTH

1. Relays
   A. Soccer Shuttle
2. Skill Test
   A. Obstacle
   B. Distance
   C. Pass
   D. Trap
3. Soccer Tournament
   A. A vs B
      C vs D

TWELFTH

1. Relays
2. Skill Test
   A. Obstacle
   B. Distance
   C. Pass
   D. Trap
3. Soccer Tournament
   Winner of A vs winner of B

EVALUATION

Skill Tests

SOCCER OBSTACLE DRIBBLE

Place the ball on a starting line. Directly in front of it place traffic cones or bowling pins at 20-foot intervals. On signal, the first player in each line dribbles the ball forward around all 4 obstacles. He dribbles in a zig-zag manner, returns in the same manner and passes the ball with his foot to player Number 2 who repeats the action, starting on or behind the starting line.

Players dribble with their feet throughout. Continue until all players have dribbled. The team wins whose last player is first to return and cross the starting line.

SOCCER PUNT FOR DISTANCE

Pupils stand behind a line. With or without running, each pupil drops the ball, kicking it before it hits the ground. He must be behind the line at the time the ball is kicked. The distance is measured from the point on the line where he kicked it to the point where the ball first struck the ground.

SOCCER DRIBBLE AND KICK FOR GOAL

Draw a line 25 yards from and parallel with the goal line. Starting at this line, the participant dribbles the ball toward the goal and before crossing the line defining the penalty area (15 yards from the goal line), he kicks for goal. The distance from where the kick is made to the goal line may be varied if desired. If used as a contest, a definite number of trials shall be allowed each student.

SOCCER TOURNAMENT - End of instructional period.

LEAD-UP GAMES FOR SOCCER

83-B. DRIVE BALL

Playing Area:	Basketball Court 40 feet wide, 60 feet long, with a division line through the center. See diagram below.
Players:	18 players, 9 on each team. One team is on either side of the center division line. On each side players stand in three lines.
Supplies:	Soccer ball
Grade level:	3 - 4

The object of the game is to kick the ball across the opponent's end line and to guard one's own goal line.

Rules: The game is begun by the umpire's handing the ball to any player. That player places the ball on the ground and tries to kick it across the opponent's end line. The opponents try to stop the ball in any way they can. The player recovering the ball places it on the ground and tries to kick it back over his opponent's end line.

Out of Bounds: If the ball goes over the side lines outside the field of play, it is recovered by the nearest player and kicked from the place where it left the court.

Fouls: 1. Taking more than 1 step to kick the ball
2. Kicking the ball when it is not on the ground
Penalty: Score if made does not count and the ball belongs to the player that recovers it.

Rotation: Rotate by lines; i.e., when the leading score is 5 points, players of both teams on line Number 1 will retire to position Number 3; players on line Number 3 will move forward to line Number 2, and Number 2 to Number 1. When the leading score is 10 points, players on line Number 1 will again move to line Number 3; Number 3 forward to Number 2, and Number 2 to the front line.

Scoring: If the ball touches the ground beyond the end line either as a result of an offensive player's kick or after having been touched by a defensive player, it counts 1 point for the offensive team. However, if a defensive player can run back and catch the ball before it touches the ground, no score is made. Fifteen points constitute a game.

Teaching Suggestions

1. To kick a ball effectively, the player should keep his attention focused on the ball until he has kicked it.

2. An effectively kicked ball is usually one that travels over the heads of the opposing players toward the goal line.

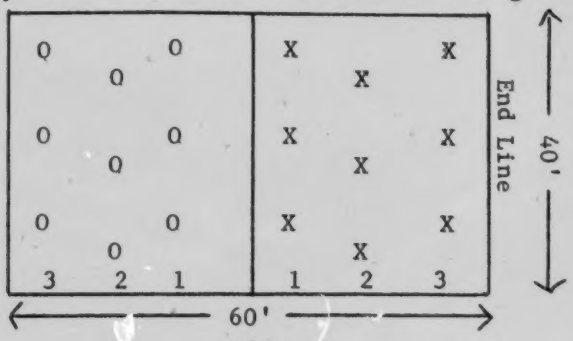
3. If the player with the ball is not in a good position to score a point, he should pass the ball to some other player.

4. Increase or decrease the size of the playing court to fit the needs of the group.

5. When lines rotate, it is a good procedure to let the players on the outside change places with inside players as well as rotating forward or backward.

6. Do not allow the aggressive players to do all the playing.

7. The players may be numbered and take turns kicking the ball.



84. SOFTBALL UNIT OF INSTRUCTION

Origin and History

Many modified forms of baseball have been played in gymnasiums and on smaller outdoor fields. In these games, a larger and softer ball was used. These games were called by many different names--indoor baseball, diamond ball, etc. Depending upon the locality, definite rules were followed.

From all these various offshoots of baseball has emerged the nationally recognized game of softball. In 1923, the amateur Softball Association of America was formed. Local leagues were organized, and a joint rule committee representing nearly all sections of the country was selected to draw up and publish the official playing rules.

Objectives

1. To develop strength flexibility, agility, and speed through muscle activity
2. To learn to be a member of a team
3. To learn skills - not only for school, but for team games in leisure time
4. To develop the ability to throw the ball
5. To develop the ability to catch the ball while moving and while standing still
6. To learn to pitch the ball using an overhand throw
7. To learn to bat the ball correctly
8. To develop the ability to run the bases correctly
9. To acquire an understanding of various softball skill practices, skill games, and team game
10. To develop good sportsmanship.

Safety Precautions

1. Have a proper playing area, free from hazards.

2. Stress playing positions to prevent collision with teammates, to call fly balls and to refrain from rough play.

3. Give proper instruction in dropping bat after the player has hit the ball and becomes a base runner.

4. Play boys against boys - girls against girls.

5. Stress to team in bat to stay back of and away from person at bat.

6. Stress that students should avoid base sliding.

7. Teach that player should keep eyes on the ball to avoid being hit unexpectedly by the ball.

8. Teach each player the correct way of batting the ball, tagging a player, catching the ball and running to base.

9. Do not allow a player within 20 feet of home plate before the ball is hit.

84-A. BASIC SOFTBALL SKILLS

Throwing

Pupils should be permitted to throw naturally using an overhand throw. Practice should result in rhythmic motion. As accuracy improves, speed and distance should be increased.

Catching

Two hands should be used in catching the ball. When the ball is caught above the waist, the hands are cupped with the thumbs touching each other; when the ball is caught below the waist, the hands are cupped with the little fingers touching each other.

Underhand Pitching

The pitcher must come to a stand with both feet on the pitching plate. He may then step forward with one foot, but the other foot must be kept in contact with the plate until the ball has left his hand. The delivery is legal only if the arm swings parallel to the body with a full arm swing following through.

Batting

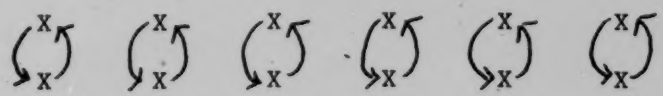
The bat is held with both hands, the left hand near the end and the right hand just above it. The batter stands to the left of home plate, facing it, with his feet 8 to 10 inches apart and 6 to 8 inches from the plate. The bat is drawn back behind the right shoulder. The head is turned toward the pitcher and the eyes are kept on the ball. The bat is swung forward in a horizontal plane while the batter steps toward the ball

and shifts his weight to the left foot. The above directions are for a right-handed batter. For a left-handed batter, the words "right" and "left" should be interchanged.

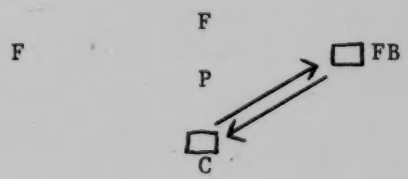
It is important to swing parallel to the ground and to hit the ball with the bat halfway between the hands and the tip of the bat. After hitting the ball, the bat should be dropped, not thrown, on a mat placed near the home plate outside the field line. Players waiting to bat and all spectators should be far enough away from the base line to be out of danger from a batted ball.

Organization for Instruction

1. Review Section II, Organization
2. Utilize the blackboard for instruction regarding rules and regulations.
3. Use small groups in teaching fundamentals, with an abundance of balls and bats.
4. Rotate the players often enough so that all class members have an opportunity to play a game and work in different positions.
5. For diamond play, have 5 pupils to a ball.
6. Students practice in groups of 2 with a ball for every 2 players. In this formation, the student can practice skills in pitching, catching, fly balls, and recovering of balls on the ground.



7. In pitching, batting and throwing to base, station 2 players on the field and 3 players in the positions of pitcher, catcher, and first baseman. The pitcher throws the ball to the batter, who hits the ball and runs to first base and back to home plate. The fielder throws the ball to the first baseman, who throws it to the catcher.



Variation: Have batter toss ball up in air and hit the ball to members on the field, practicing recovering ground balls, bounce balls, and fly balls.

Basic Rules

Playing Area — For 6th and 7th grades, 35-foot base lines, pitching distance 30 feet, and an unobstructed area of 200 feet from home plate between the foul lines

Players: — 2 teams of 7-9 each

Supplies: — Marked area on playground as specified above, softball bats of different weights, and several balls 12 inches in circumference

Grade Level: — 6 - 7

Formation: — Nine players are on each team: pitcher, catcher, first baseman, second baseman, third baseman, shortstop, left fielder, center fielder, and right fielder. Additional players may be added as fielders.

Pitching Rules:

1. The pitcher must, while in his box, stand with both feet on the ground and back of the pitching line.
2. The pitcher may take only 1 step forward while in the act of delivering the ball. This step must be taken simultaneously with the delivery of the ball forward.
3. For legal delivery the ball must be thrown underhand.

Batting: — The batter may swing at a pitched ball or let it go by. If he does not swing at it, the umpire must decide whether it was a "ball" or a "strike". If the batter swings at a ball and misses it, it is called a "strike." If the batter hits the ball, it may be a "fair ball" or a "foul ball." If a pitcher delivers 4 balls, the batter may go to first base. After 3 strikes the batter is declared out. A foul ball is counted as a strike unless the batter already has 2 strikes. On a fair ball, the batter runs to first base. If he gets there safely, he becomes a base runner and the next batter is up.

Strikes: — Legal strikes include the following:

1. Pitched ball delivered over any part of home plate between the knees and shoulders of batter
2. Ball struck at by a batter without the bat's coming into contact with the ball
3. A foul hit ball, not caught on the fly, if the batsman does not already have 2 strikes

4. A pitched ball at which the batter strikes, but misses, which touches the person of the batter

5. A foul tip caught and held by the catcher

Ball: A pitched ball which does not pass over any portion of the home plate between the batter's shoulders and knees, or which hits the ground before passing home plate, is a ball.

Foul Balls: A legally batted ball that settles outside the foul lines between home and first base, or home and third base, that lands in foul territory beyond first or third base, or that goes directly to the catcher, is a foul ball.

Bunted Balls: A ball that is met by the bat while the latter is horizontal to the ground in the 2 hands of the batter is called a bunted ball.

Fair Balls: Any ball that is legally batted and settles inside the foul lines (between home and first base or home and third base), or that first falls on fair ground on or beyond first or third base, is a fair ball.

Base Running: A batter becomes a base runner after the following plays:

1. Instantly, when a pitched ball is hit into fair territory

2. After 4 balls have been called.

A base runner is permitted to advance 1 base under the following circumstances:

1. When a batter becomes a base runner after 4 balls are delivered to him

2. When a pitched ball strikes the person or clothing of an umpire (runner may advance at his own risk)

3. When a ball is overthrown into foul territory (runners are entitled to 1 base if the ball is blocked, but may run to any number at their own risk if the ball is not blocked)

A base runner shall return to his base without being put out:

If the umpire declares a foul ball, unless foul ball is caught on the fly ball.

Base runners may try to run a base with the possibility of being put out under the following conditions:

1. After a fly ball, fair or foul, or a foul tip has been legally caught, if the runner tags his base after the fly is caught

2. After the announcement of ball 4 for those runners not involved in a forced play

3. When a thrown or pitched ball is not blocked, or within foul territory, does not touch an obstruction

Outs:

1. Any player who throws his bat is OUT.

2. A batter is out if he fails to bat in turn as his name appears on the order of players.

3. If he makes a foul hit, other than a foul tip, and the ball is caught by a fielder before it touches the ground, he is out.

4. He is out if after the second strike he bunts foul.

5. He is out if on the third strike, which is struck at and missed, the ball touches any part of the batter.

A base runner is out after the following plays:

1. If a fly ball is caught that has been legally batted by the player while at bat

2. If a fair hit ball is securely held by a fielder while touching first base before the base runner arrives at first base

3. If, before reaching first base or other bases, the runner is tagged by a fielder who holds a legally caught ball

4. If he runs outside the base line in an attempt to avoid being tagged

5. If he is caught off base and is tagged by a fielder

6. If a base runner did not hold his base when a fly ball was caught and the baseman touches the base with the ball in his possession before the runner returns

7. If the base runner is hit by a legally batted ball.

Force Out: When a runner is forced to leave a base because the batter becomes a base runner. To put such a player out, the next base must be tagged before the forced-off runner reaches the base, or he may be tagged off base.

Teaching Suggestions

1. Scoring: One point is scored each time a runner, before 3 outs are made and following a fair hit, completes a run around the diamond, touching first, second, and third bases and home plate. The runs need not be continuous. If, after 2 outs, a run is made from third to home base on or during a play in which the runner is forced out or is put out before reaching first base, the run does not count.

2. The batting order should be arranged so that a couple of average batters are followed by a strong hitter. The weaker batters should not be placed at the end of the lineup. There is no reason for teams to put the batters up in order of playing position, for this does not give the team its greatest scoring strength and may spoil the game.

3. Have enough equipment for all players to learn softball skills in a minimum of time. This includes a ball for every 2 players and a bat for every 3 players.

4. Have players take turns at pitching, catching, and fielding so that all children will have equal opportunity to learn all softball skills.

5. Organize pupils into squads to work on weak phases of their own game such as pitching, batting, catching, stopping grounders, controlling bunts, base running, catching fly balls, throwing from base to base, and throwing from pitcher to different bases.

6. Have each player run to first base after every hit to fair territory, even though an out seems certain.

LEAD-UP GAMES FOR SOFTBALL

84-B. BAT BALL

Playing Area: A home plate and a base 30 to 40 feet in front of home plate and at right angles to a line drawn through it - "scratch" line drawn 10 feet in front of the plate.
Players: 5 - 7 on a team
Supplies: Playground ball
Grade Level: 3 - 4

No fielder, with the exception of the catcher, who is behind the batter, may be nearer the batter than the scratch line; and a hit ball to be fair must fall beyond this line. The number of players on a team may vary, but it is usually limited to 7. The team at bat lines up to the

left of home plate, and each player in turn tosses the ball up and hits it with his hand or fist. He then attempts to circle the base and get back to home plate safely. Two trials are allowed the batter to hit the ball into fair territory beyond the scratch line. If he fails he is out. If, after hitting a fair ball, he fails to make the circuit around the base and back to home plate before the catcher receives the ball and steps on the plate, he is out. If a fly ball is caught by a fielder, he is out. Fielders are not allowed to take more than 1 step with the ball before passing it to another fielder.

Three outs retire the side and the fielding team goes to bat.

(Play area may be limited by designating side boundary lines.)

84-C. FIST BALL

Playing Area: Ball diamond with bases 30 feet apart
Players: 7 on each of 2 teams
Supplies: 8½ inch playground ball
Grade Level: 5 - 6

The object of the game is to hit a fair ball and score a run.

A game is 5 innings. One inning is finished when each team has had a turn at bat and when 3 of its players are put out.

Rules:

Fielding Team: Players of the fielding team scatter so as to cover the playing field. Players should stand near first, second, and third bases. One player who is catcher stands back of the batter. The fielders try to put out the batter and base runners.

Batting Team: Members of the batting team are numbered consecutively and take their turns batting in rotation throughout the game. The first batter tosses the ball up, hits it with his open or closed hand into the diamond, runs to first base and, if he can do so before being put out, to second, third and home. If he bats a foul ball he tries again and keeps trying until he hits a fair ball or is put out. The ball is dead when in the hands of the catcher, and the base runner cannot progress; if he is not on a base when the catcher secures the ball, he must return to the last base he touched. Number 2 of the batting team hits the ball with his fist or open hand. Then he proceeds as did Number 1, who, if he did not run home on his own hit, is allowed to progress only when a ball is hit by a member of his own team.

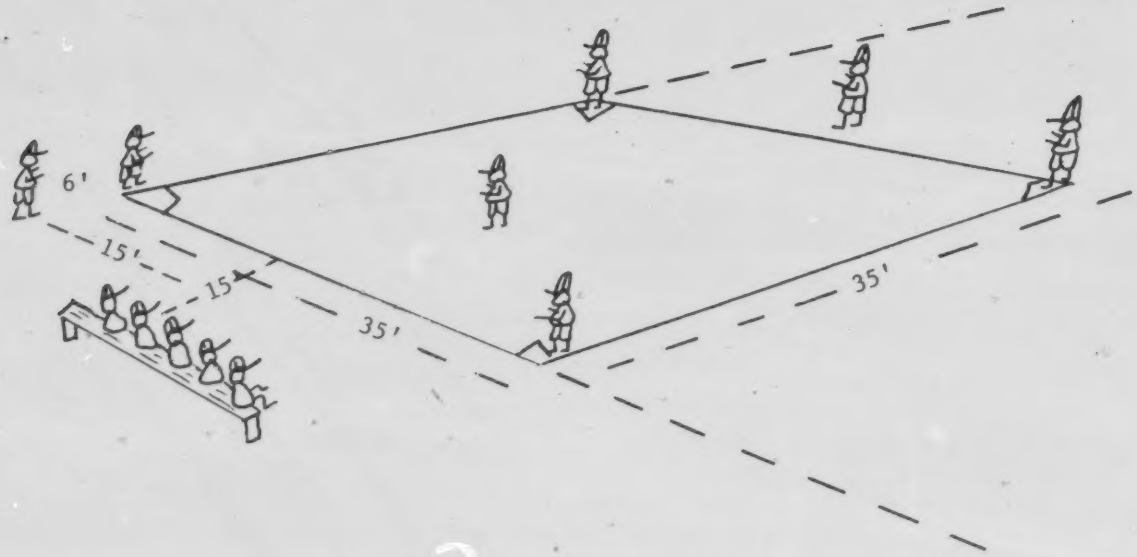
The batting team continues to hit the ball until 3 players are out.

At the end of each half inning the fielders become batters and the batters become fielders.

Outs: 1. If the runner is tagged off base, he is out.

2. Any fly ball (fair or foul) caught puts the batter out.

Scoring: A score is made when a base runner, after having legally touched 3 bases, touches home plate without being put out.



Teaching Suggestions

1. A batter, when batting a ball, may hold the ball in 1 hand and hit it with the other or toss it in the air and hit it.

2. The umpire may blow his whistle as soon as the ball is in the hands of the catcher, who is on home base. Runners should not progress after the whistle blows.

84-D. LONG BASE

Playing Area: Softball diamond
Players: 5 - 6 on a team
Supplies: Softball and bat
Grade Level: 6 - 7

Players are divided into 2 teams. One team is at bat; the other team has a pitcher, a long baseman, and fielders in the field (scattered so that the space is well covered). The object of the game is for the team at bat to score as many runs as possible by hitting the ball and running to the base and back without being put out.

Rules:

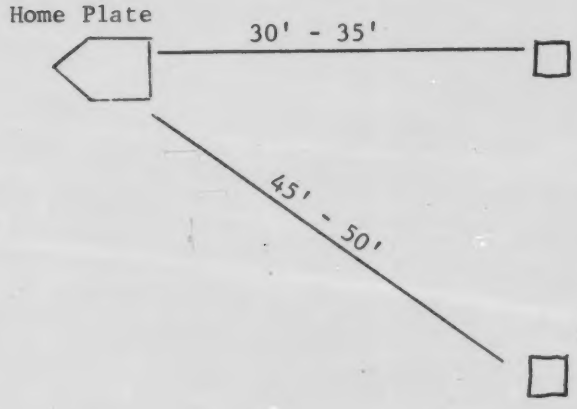
1. When the ball is hit, the player must run to base.

2. A runner may stop on the base.

3. When a runner leaves the base, he may not return unless a fly ball is caught.

4. A batter is out if he fails to hit 3 fair balls.

5. A runner is out when a thrown ball is held by the baseman with 1 foot on base or at home before the runner gets there, and when an opposing player with the ball tags him off base.



84-E. ROUNDTIP

Playing Area: Playground
Players: 6 - 9
Supplies: Softball and bat
Grade Level: 6 - 7

Rules:

Similar to those of softball, except that instead of having 3 teams, a single group of players rotates positions. Each group consists of all softball positions, plus 2 to 4 batters, depending on the number of players. The object of the game is to become and remain a batter by rotating to that position and by scoring runs. The player with the most runs wins.

If the batter makes an out, he takes the position of the right fielder. The group then rotates from right field to center, to left field, to shortstop, to third base, to second base, first base, pitcher, catcher, batter.

A batter is out under the following conditions:

1. If he is tagged and thrown out before reaching base
2. If he hits a ball which is caught on a fly
3. If he throws the bat
4. If he misses the base (or is caught off it) and is tagged
5. If he is forced out at any base.

Variations: Have only first base, with players rotating positions: in the field, first base, catcher, batter.

85. TOUCH FOOTBALL UNIT OF INSTRUCTION

Objectives

A. To enhance speed

B. To develop strength

C. To promote competition

1. Working together as a team
2. Building self-confidence
3. Carrying out assigned part

D. To use skills learned

Basic Skills

Blocking

Since the player is not permitted to leave his feet in executing the block, he must become adept at maintaining his balance while retaining a position between the defensive man and the ball carrier. It is advisable for the blocker to keep contact with the defensive man after his initial charge to prevent the defensive player from slipping away. The arms must be kept close to the body at all times because it is not permissible to use them in executing the block.

1. One-on-one
2. Double team blocking

Touching

Defensive men must be continually on the alert to get in a position where they can touch the ball carrier. This requires the maintenance of good balance and body control in order to keep clear of the offensive blockers who will be trying to keep between the defense and the ball carrier.

Ball Carrying

Because of the open style of play usually employed in touch football, most players have an opportunity at one time or another to carry the ball, so all should practice this skill. The effective ball carrier is one who can start quickly, change direction sharply, dodge, side-step, and execute fakes that will throw the defense off stride.

Kicking

The kicker should assume a position far enough back of the line of scrimmage to enable him to get the ball away when he has reasonable protection from his teammates. It is better to be back a yard or so more than necessary than to get too close and have the punt blocked.

Strategy

1. Offense--Exploit strengths and weaknesses of self.
2. Defense--Exploit the nature of the opposition, meeting strength with strength, etc.

Method

1. Offense

   a. Long passes
   b. Short passes
   c. Long runs

2. Defense--Hold where passes start and are caught.

Passing

Forward and lateral passing usually assumes a more important role in touch football than in regulation football. Passing tends to loosen up the defense for better execution of running plays and provides a more exciting and interesting game for the participants. A fake pass and run is often used with success; and since lateral passes may be made at any time on the field, a trailer behind the ball carrier will increase the effectiveness of this play.

The ball may be gripped in the hand or held in the palm in a pass. Ball receivers should become adept at eluding their opponents by dodging, faking, and using a change of pace that will enable them to gain a step on the defensive man. The pass should be caught in hands like a baseball and not against the body where it is more likely to bound away.

Organization for Instruction

A. Refer to Section II, Organization for Instruction

B. Use small groups in teaching fundamentals. Alternate offense and defense situations. Use field or playground.

C. For skill training have very small groups with an abundance of balls.

Skills Drills

1. With large groups instructor may use football (imaginary).

   Centering ball: When the signal is called, the imaginary ball is centered, after which the players charge 2 steps forward.

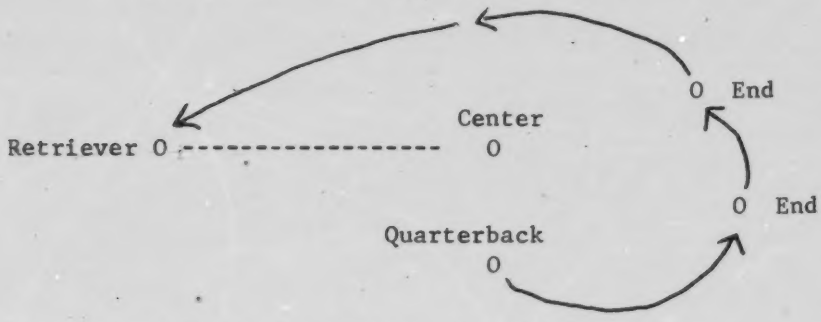
   Passing: Quarterback receives the imaginary ball from center, jumps up, and passes.

   Catching a pass: Player runs 3 steps, jumps, and catches the imaginary forward pass; goes to right, then to left.

Kicking: Player receives imaginary ball from center; kicks ball.

Charging: Player charges forward to right, then to left, when command is given.

2. Passing--The first end goes out for pass, catches and throws ball to retriever, who centers ball next. Center becomes quarterback; quarterback goes to back of ends line, etc.



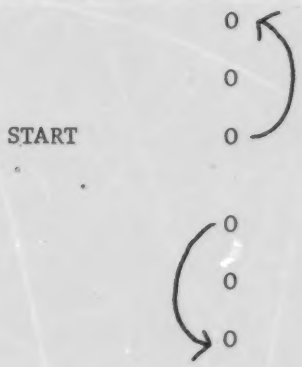
3. Passing and Receiving Drills (1 football for each couple)

Couples line up facing one another about 10 yards apart. On command each player in line 1 passes to line 2. The teacher checks each passer to see that ball is grasped and passed correctly. Line 2, on command, passes to line 1.

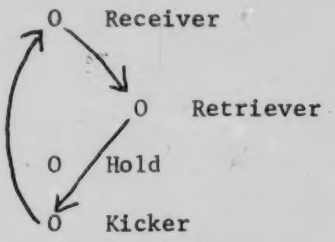
4. Centering (football for each couple)

All pupils should be taught the correct procedure for centering and receiving from center. A line formation similar to passing drills above may be used effectively. Player 1 centers to player 2; reverse.

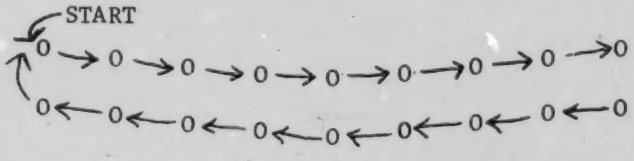
5. Punting--First man kicks and goes to back of line to await his turn again.



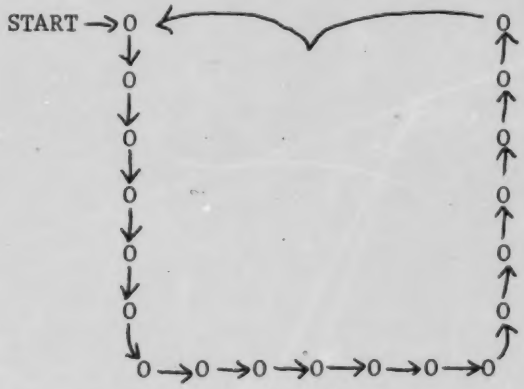
6. Place-Kick Formation--The kicker kicks to catcher; catcher throws ball to retriever; retriever takes kicker's place; kicker moves to holder's place; holder moves to catcher's place; and catcher becomes retriever. Each person should remain in same position for 3 - 5 kicks.



7. Lateral Passing (half-moon formation)--First man keeps balls going until 4 or 5 balls have been introduced; after a few minutes players reverse directions of laterals.



8. Lateral Passes (horseshoe formation)--First man keeps introducing balls until 5 or 6 have been passed - Reverse direction.



85-A. FOOTBALL KEEP AWAY

Playing Area: Court 30 yards by 60 yards (football field)
Players: 2 teams, 8 on a team, with players scattered indiscriminately over the field
Supplies: Football, pinnie or arm band for members of 1 team
Grade Level: 6 - 7

Object of the Game: For one team to keep the ball away from the other team and assist in developing throwing and catching skills

Rules: One side is given a football and on a given signal members pass it quickly among themselves, attempting to keep it from the players of the other team. The opposing players endeavor to intercept the ball and, if they are successful, pass it among themselves while the other team attempts to regain it.

Fouls: Pushing, pulling, tripping, kicking, holding, and any unnecessary roughness

Penalty: The ball is given to the opposing team. Players may be eliminated if persistently rough.

Teaching Suggestions

1. Players should be provided with distinguishing colors, sashes, or ribbons for effective team play.

2. Permit no roughness.

3. There is no scoring in this game. Satisfaction is gained when one team keeps the ball from another for a longer time.

4. Encourage players to watch each other to be ready for the ball, and to avoid useless shouting.

85-B. PUNT BACK OR PASS BACK

Playing Area: 2 goal lines not less than 150 feet apart, if space permits
Players: 2 teams of 1 squad each
Supplies: Football
Grade Level: 6 and 7 - boys only

Formation: Players are divided into 2 teams. The football is given to 1 player, who stands on his own goal line; the rest of the players of that team are scattered between the 2 ends of the goal lines and onside (which means players must be on a line with or behind their own kicker). The game may be played in 2 halves with definite time limits.

Procedure: The object of the game is for players to punt or pass the ball over the opponents' goal line.

The player having the football punts or passes it toward the opposing team's goal line (Punting is kicking the dropped ball just before it touches the ground, using the instep or top of the foot). Any field player on the opposing team may catch the ball. The player endeavoring to secure the ball may not be interfered with by any other player. The player who secures the ball kicks or passes it from the point where he gained possession of it, the other members of his team coming to the onside position.

A player who catches the football on the fly is allowed to advance 3 steps before attempting to kick or pass the ball.

If the ball is not caught on the fly, it is punted or passed from the place where it is first touched by a player, or where the ball rests when recovered, providing the resting place is between the goal lines. If secured out of bounds, the ball is brought to the side line and is played from there by the person who secured it.

In order to earn a point, a player must punt or pass the ball over the goal line at a height at least equal to the height of the tallest player.

Fouls: Any player who contacts another player while the latter is attempting to catch the ball commits a foul

Penalty: 3 yards from spot of collision or spot of touch, whichever is the more severe

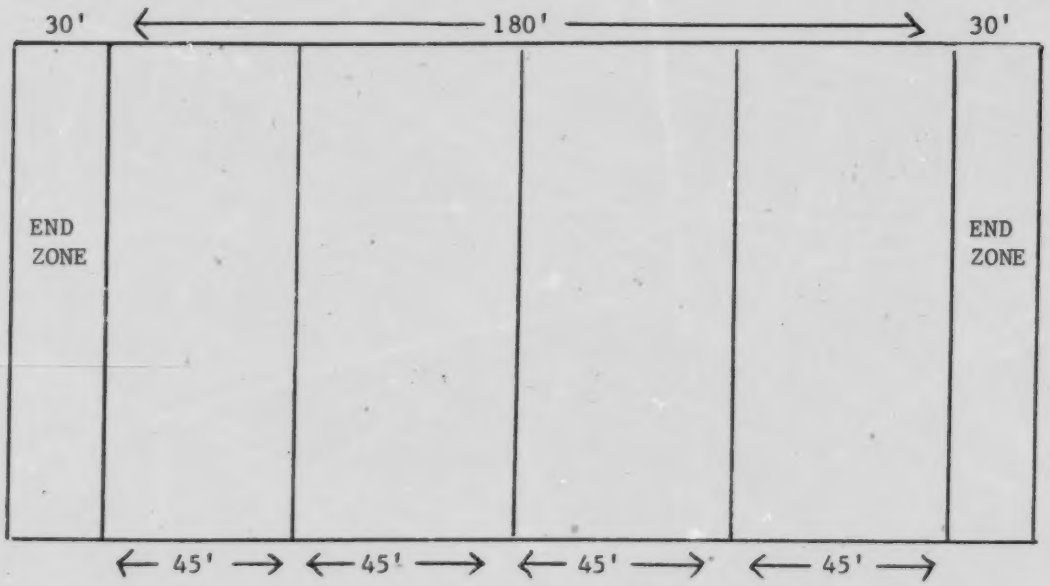
Scoring: Each ball punted or passed over the goal line counts 1 point. The team wins which has more points at the end of the playing period.

Variation: If Physical Education wishes, the rules may be slightly changed to require that each team must kick the ball everytime or each team must pass the ball each time.

85-C. TOUCH FOOTBALL

Playing Area: For elementary school boys, a field 30 by 60 yards, including end zones of 10 yards each (see figure below)
Players: 7 - 9
Supplies: Official football and pinnies so that members of teams may be distinguished easily
Grade Level: 6 and 7 - boys only

The field is marked at intervals of 15 yards with lines parallel to the goal lines. These lines are called dividing lines. The scoring zone at each end is 10 yards deep. This depth remains constant with variously sized fields. Goal posts with crossbars should be placed in the middle of the end lines. The game can be played without goal posts, however. Traffic cones may be used to designate goal post, corner and side lines.



Basic Rules:

1. Size of the field - 30 yards by 60 yards with 10 yard end zones

2. 7 to 9 players per team

3. Substitution: A substitution of players may be made at any time provided that it does not delay putting the ball into play within 25 seconds of the preceding play.

4. Offensive team has 4 downs to gain a first down by progressing to the next 15-yard strip.

5. A touch, placing 2 hands on ball carrier below the neck, stops the progress.

6. There are two 8-minute running halves, with 3 minutes' rest between.

7. Intention to punt must first be announced by the team.

8. Scorings: Touchdown 6 points, safety 2 points.

Touch football is a field game in which 2 teams of 7 players each try to obtain and retain possession of the ball and advance it across the opponent's goal line. A team's own goal line is always the goal line it is defending. This game involves most of the basic skills, strategy, and elements of team play found in American football and eliminates the safety hazards of wedge formations, dividing interference and tackling.

The offensive team (team in possession of the ball) may advance the ball forward by a running play, forward pass play, or kicking play. The center must make a backward pass or snap to a teammate in his backfield before the ball or any other play may advance beyond the line of scrimmage. A scrimmage line is an imaginary line across the field from the spot where the center passes the ball.

The defensive team has the right to intercept passes, return kicks, and gain possession of the ball through a fumble or a blocked kick by the offensive team. On the defensive team only the ends and center may attempt to block a kick. Roughing of a player who kicks from behind his scrimmage line is not permitted.

Formation: On kickoff plays, the 7 players of each team stand in their own half of the field with their backs toward their own goal. The players of the kicking team must be behind the imaginary line drawn through the ball when it is kicked. The players of the receiving team may line up in any formation they wish if they form no group interference and are behind a line 10 yards away from where the ball is put in play.

On scrimmage plays, the offensive team must have 3 players on the line of scrimmage and 4 players at least 1 yard back of the line of scrimmage when the ball is put in play. The defensive

team is not restricted as to the position of the players while on defense, except when the offensive team goes into a kicking formation; then only 3 players may be on the line of scrimmage, to attempt to block the kick.

The positions of each team are as follows: left end, center, right end, left halfback, fullback, right halfback, and quarterback

Playing Period: The game is played in two 8-running-minute halves, with a 3-minute rest between first and second halves.

Time Out: Time is taken out (1) after a touchdown, (2) after a safety or touchback, (3) during try for point, (4) when a ball goes out of bounds, (5) when play in suspended by referee, (6) for enforcement of declination of penalties. Time is not taken out for an incomplete forward pass.

Substitutes: A player may be substituted for another at any time without penalty, providing the substitution is made after the ball has been declared dead and before the expiration of 25 seconds allowed to put the ball in play.

Playing Terms and Restrictions: Most of the terms used in touch football are identical with those used in interscholastic or intercollegiate football. The restrictions and variations in interpretation are related to mass play, blocking or screening, and tackling.

Blocking: Blocking is obstructing an opponent by use of the blocker's body. Any player on the offensive team may interpose his body between an opponent and the ball carrier to prevent a "Touch." No part of the blocker's body except his feet or feet and hands should touch the ground before, during, or after contact is made with the defensive player. Both feet must be on the ground while blocking. The fore-arms should be held against the chest when contact is made with defensive player.

Defensive Team: The team which does not have the ball is designated as the defensive team.

Downed Ball: A player is downed and the ball is dead when a defensive player touches the ball-carrier below the neck with both hands.

Downs: The team is allowed 4 downs or 4 times to advance the ball from wherever they got possession of the ball to or <u>beyond the nearest dividing line in the direction of the opponents' goal</u>. If in 4 downs this is not accomplished, the ball goes to the opponents at the spot where the ball is declared dead after the fourth down.

Forward Pass: A forward pass may be made by the offensive team from any point behind the line of scrimmage. Any player of either team is eligible to receive a forward pass.

Fumbled or Muffed Ball: Any time a ball is fumbled or muffed, the ball is dead at the spot where it touched the ground, and belongs to the team in possession of the ball when the fumble or muff occurred. A muff is an attempted catch of a ball that is unsuccessful.

Huddle: When players in possession of the ball group together to call a play, it is called a huddle.

Incomplete Pass: It is an incomplete pass when a legal pass is thrown forward and hits the ground before it is caught by a player of either side. The ball is brought back to the spot of the previous snap. The penalty is loss of a down.

Line of Scrimmage: This term is used to designate an imaginary line across the field as wide as the length of the football and at the point where the ball is to be put into play by scrimmage.

Interference: This is a term used to designate the action which occurs by blocking or screening to clear a path for the ball carrier.

Offensive Team: The team in possession of the ball is designated as the offensive team.

Offside: A player is considered to be offside when any part of his body is ahead of the ball when it is in play. A player is offside: (1) when a player of either team is ahead of the ball before the kickoff occurs, or (2) when a player of either team infringes upon or crosses into the neutral area (ground area separating two lines of players or scrimmage line) before ball is snapped.

Out of Bounds: The ball is out of bounds when the ball carrier steps on or outside a side line, or when the ball is fumbled or muffed and hits the ground on or outside a side line.

Reverse: A reverse is a play in which a back receives the ball from center, starts toward a side line, and hands the ball or makes a lateral pass to another player coming around and running in the opposite direction.

Running Play: A running play is an attempt to carry the ball through or around the defensive team. A wide sweeping play which attempts to advance the ball outside the defensive end is an end run.

Safety: A safety occurs when a player of the team attempting to advance the ball is touched behind his own goal with the ball in his possession; when a player of the team attempting to advance the ball causes it to go over his own goal line by a kick, muff, fumble, or pass and is touched in his own end zone with the ball in his possession; or when a player of either team is responsible for the ball's being back of his own goal line and he is unable to get it out without being touched in the end zone. The team making the safety puts the ball in play by a free kick anywhere on the nearer 20-yard dividing line.

Snap: Throwing or passing the ball between the legs to a player in the backfield is called a snap. It is used by the player occupying center position when scrimmage play starts.

Touchback: When a kick which does not score a goal is punted, dropkicked, and crosses the defending team's goal line, it is a touchback. The ball is taken to the 15-yard dividing line where the team which has been on the defense puts it in play by scrimmage. When a forward pass becomes incomplete on the end zone on the fourth down, this is also considered a touchback.

Touching: Touching takes the place of regular football tackling. It results when the ball carrier is touched or tagged below the neck by a defensive player with both hands simultaneously. Ball is declared dead at the point where touch occurs. No part of the toucher's body, except his feet, may be in contact with the ground throughout the touch; defensive player may not, while lying or kneeling on the ground, touch the ball carrier. Pushing or striking the ball carrier is penalized as unnecessary roughness. After a ball carrier is touched, the toucher should bring his arms directly above his head to indicate that a touch has occurred.

Use of Hands: Defensive players may use their hands to protect themselves from offensive blockers and to get to the player with the ball. They are restricted in the use of their hands to touching the shoulders and body of attacking blockers. Offensive players may not use their hands in blocking or screening defensive players.

To Start Play: The game is started with a kickoff from any point on the 30-yard line. All players of the kicking team must be behind the imaginary line through the ball when the ball is kicked. The ball may be punted or elevated 1 inch for a free kick by a place kicker. Players of the receiving team may line up in any formation they choose but may not form group interference. All players for the receiving team must be behind a line parallel to and 10 yards in advance of the kicking team's restraining line. The ball must be kicked at least 10 yards or be touched by a player of the receiving team prior to going 10 yards to be considered in play. If the receiving team, after having had the ball in its possession for 4 consecutive downs, shall not have advanced the ball to the nearest dividing line in the direction of the opponent's goal line, it shall go to the opponents at the spot of the fifth down, and the procedure is reversed. To keep possession of the ball, the offensive team (team in possession of the ball) must advance the ball to the nearest dividing line in 4 consecutive downs.

If on a kickoff the ball goes out of bounds between the goal lines without being in possession and control of a player of the receiving team, it must be kicked over again. If the ball goes out of bounds a second time, the receiving team puts the ball in play by scrimmage on the yard line from which it was last kicked. Any kicked ball from scrimmage which goes out of bounds is put in play by a scrimmage by the receiving team at the inbounds spot from the point where the ball went out of bounds.

If a kicked ball from scrimmage or a free kick which has traveled the necessary 10 yards is muffed, fumbled, or touched, it is dead where it first touched the ground and belongs to the receiving team at this spot. A blocked kick is dead where it touches the ground and belongs to the team blocking the kick at that spot.

Forward Passing: The offensive team is permitted to make 1 forward pass during a play from any point behind the line of scrimmage. A forward pass made by a player in advance of his line of scrimmage is a violation, the penalty for which is 5 yards and loss of a down from the spot of the illegal pass. Forward passes are not allowed on a kickoff, a punt, a pass interception, or by the defensive team on any play. Any forward pass caught by a player of either team is considered to be a completed pass regardless of the number of players on either side touching the ball. If a forward pass is incomplete, the ball is put into play at the spot of previous down.

Fouls and Penalties: When a foul occurs, the captain of the team fouled against may decline a penalty if he so desires, whenever the yardage gained on a play is greater than that received by a penalty.

The following fouls are penalized by 5 yards from the spot of the foul and a first down for the team fouled against: (1) tripping, (2) clipping, (3) tackling, (4) leaving the feet when touching a player carrying the ball, (5) forming mass interference on the return of a kickoff, (6) rough play, (7) unsportsmanlike conduct. The referee may bar a player for unsportsmanlike conduct or talking back at any time.

Offside: It is a foul for a player to be offside just before or as the ball is put into play. It is considered offside when any part of a player's person is ahead of the end of the ball nearest to him when the ball is put into play. The play is not called back until the ball is dead. The penalty is the loss of 5 yards from the spot of the snap.

Fouls Committed by the Defensive Team: All fouls committed by the defensive team are ruled as first downs with either the dividing line or the goal line to be crossed before the fifth down, except on offside extra time-outs, or delay in the game, in which case the down remains the same as when the ball was put in play. In all cases where it is not otherwise stated, regular football rules should be followed.

Scoring: The scoring is the same as in football. Running plays, forward pass plays, and lateral plays which result in carrying the ball over the goal line into the end zone for a touchdown score 6 points. The team scoring a touchdown may score an additional point by successfully making a place kick or drop kick, or by carrying the ball

across the goal line from a scrimmage on the 2-yard line. After each touchdown score the team scored upon has the choice of kicking off or receiving.

A safety scores 2 points. After a safety the ball is put in play by a kick from the 15-yard line by the team scored upon.

If a tie exists at the end of the regular playing time, the winners may be determined through an extra series of 8 plays. To begin the extra period, the ball is placed in midfield and a coin toss determines which team starts the offensive play. The play continues with teams alternating in possession of the ball until each team has had its 4 plays. The team which has advanced the ball into the other's territory at the end of the 8-play series is awarded 1 point and declared the winner. If at the end of the 8-play series the score is still tied, an additional extra series of 6 plays may be awarded.

No kicking, except the try for point after a touchdown, is allowed in extra-period games. After each play the ball is put in play halfway between the side lines in line with the spot where the ball was declared dead.

86. TRACK AND FIELD UNIT OF INSTRUCTION

History

The Greeks, through their Olympic games, were the first people to organize track and field events. It was a high honor to be an Olympic champion, for the Greeks regarded track and field events as a demonstration of strength and excellent preparation for the life of a soldier. They also considered a beautiful body a great accomplishment and something to be admired.

The first track and field meet between two universities was held in 1864, between Cambridge and Oxford Universities. At the turn of the century athletic clubs were formed in the northeastern part of the United States by immigrants to America.

Relay races were made popular by the Penn Relays, which were first held in 1895. The revival of the Olympic games in 1896 again popularized track throughout the world.

Objectives

A. To develop and improve the skills of running

B. To increase agility

C. To provide an activity that requires the greatest use of one of the pupil's innate drives

D. To develop strength in the arms and legs

Values of Activity

A. Track provides activities that the pupil can participate in both as an individual and as part of a team.

B. Track provides activities that require great physical endurance, speed, and strength.

C. Track provides an outlet for one of the pupil's basic drives, that of running.

D. Track events require little special equipment for participation.

Safety Procedures

A. Inspect area for glass, rocks, holes or other hazardous objects.

B. Always insist upon proper warm-up before participation.

C. Never stop right after crossing finish line but slow down gradually.

Basic Skills

86-A. PULL-UPS (BOYS)

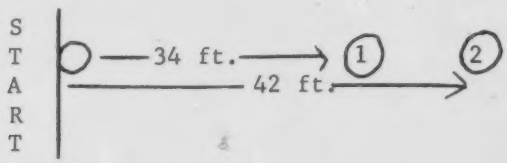
a. Pupil must go all the way up and down.
b. No swinging, kicking or jerking is allowed--normal body movements only.
c. Pupil must touch bottom of chin to top of bar.
d. Pupil may use any grip.

86-B. HOP, STEP, JUMP (GIRLS)

a. The pupil must start on 1 foot--other foot may swing.
b. The pupil must end jump on both feet.
c. The part of body nearest starting line will be where measurement is made; e.g., if the pupil falls back on his hands, the measure will be made from hand.

86-C. AGILITY RUN - POTATO RACE (BOYS AND GIRLS)

a. Crouch start is compulsory for the start of the race.
b. The block must be in the circle.
c. Pupil must stay in lane - he is disqualified if he does not (See note).
d. The pupil should pick up first block, return it to the starting circle, pick up second block, place it in starting circle, return first block to second circle, return second block to first circle, and cross finish line (See diagram).



Note: If a contestant is disqualified by crossing over into another lane and picking up block, the race will stop immediately; the person disqualified shall be eliminated, and the race be rerun.

> We do not yet sufficiently realize the truth that as, in this life of ours, the physical underlies the mental, the mental must not be developed at the expense of the physical . . .
>
> Herbert Spencer (1860)

86-D. SHUTTLE RELAY (BOYS AND GIRLS)

a. Crouch start is compulsory for the start of race.
b. Baton must be passed with right hand to the right hand of teammate.
c. Pupil must stay in lanes; he is disqualified if he does not.
d. Pupil must stay behind line until he or she gets baton.
e. Pupil may go back to get baton if dropped.
f. Distance if 50 yards for boys--40 yards for girls.
g. Each grade team will consist of 4 pupils from the same classroom.

86-E. DASH (BOYS AND GIRLS)

a. Crouch start is compulsory.
b. Pupil must stay in lanes; he is disqualified if he fails to do so.
c. Distance is 50 yards for boys--40 yards for girls.

86-F. STANDING BROAD JUMP

a. Start with feet even and behind starting line approximately shoulder width apart.
b. Bend at knees, lean body weight forward; arms may swing.
c. Land on both feet and throw body forward.

Organization for Instruction

A. Mass Introduction

Introduce each event to class by having pupils demonstrate to class.

B. Ability Grouping

Utilize competition between pupils for ability grouping. This grouping will allow for pupils of similar ability to compete and practice against each other.

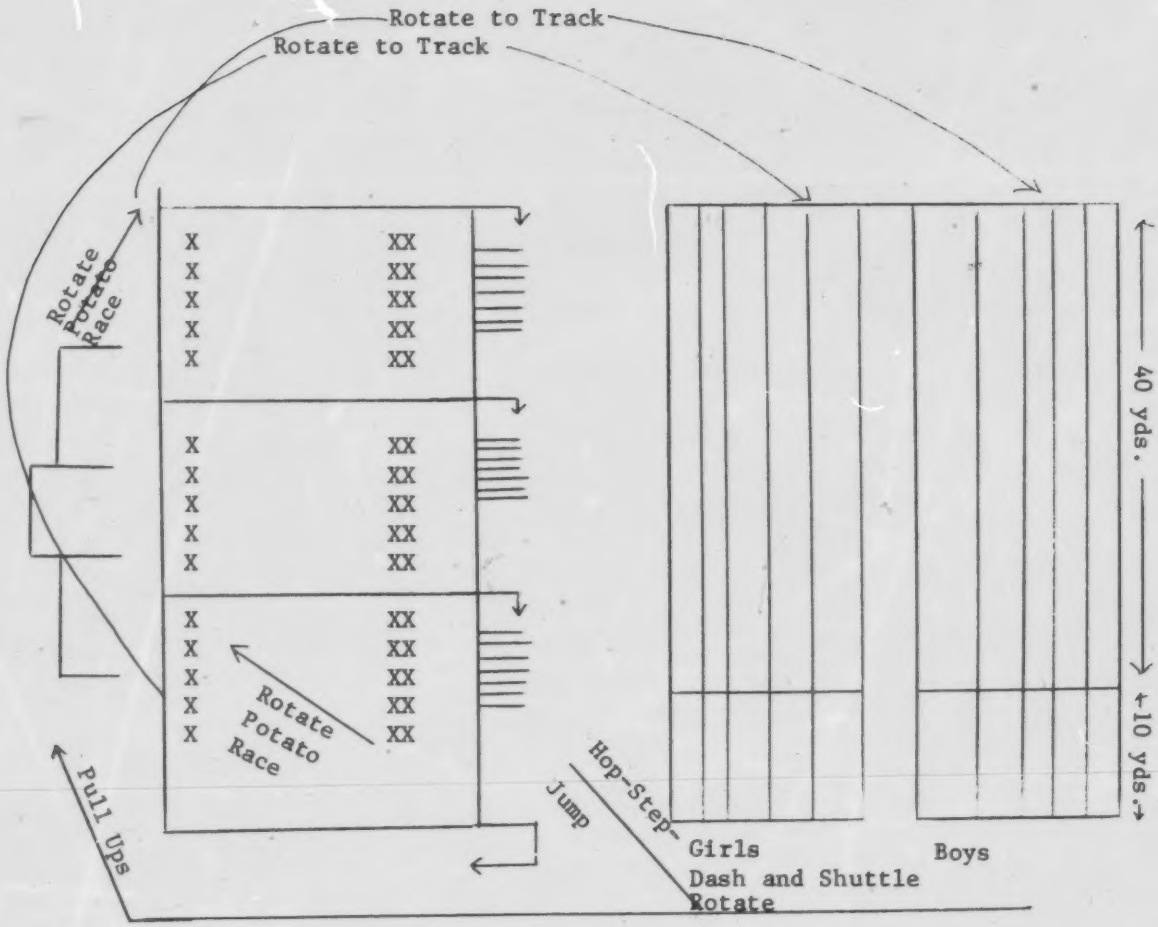
C. Rotation of Groups

Pupils will work in their groups on separate events. Teacher moves from group to group for individual help. Groups rotate to new activity, spending approximately 3 to 5 minutes on each activity.

D. Procedure for Rotation

A system of rotation should be established for each class. Students should be grouped according to sex and ability, and should begin track and field practice at the same starting area each day.

For 35 Students - Example



Evaluation

A. A record of pupils' time, place and distance is recorded on back of squad charts. Each pupil should try to improve on previous record each time an event is checked.

B. Class charts of pupils in class with best records are displayed in each room.

Culminating Activity

An individual school demonstration should be held in each school for the purpose of determining participants for the city-wide demonstration.

Participants--Individual class winners in each event must be determined. Winners should be those pupils who have consistently placed in daily practice. These winners compete with other class winners of their grade level to determine the school grade champion. A student may enter any event for which he qualifies.

87. VOLLEYBALL UNIT OF INSTRUCTION

Origin and History

A. Mr. William Morgan developed the game in 1895, while working in a Y.M.C.A. in Holyoke, Massachusetts. He first used the bladder of the basketball, which was too light, and the basketball which was too heavy.

B. In 1924, rules for girls were published.

C. The United States Volleyball Association was formed in 1928.

Objectives

The skills, squad activities and group games described in this section are recommended for boys and girls in the fifth, sixth, and seventh grades. It is hoped that interest and participation in net games will provide worthwhile activity for use during leisure time as well as help in preparing the children to meet the standards expected of them in the upper grades.

A. To teach familiarity with a wide variety of games

B. To develop coordination

C. To develop a sport for recreational use

D. To develop agility

E. To develop a sense of team participation and responsibility

F. To develop sportsmanship

G. To develop good citizenship

H. To help build the cardiovascular and musculo-skeletal systems.

Safety Rules in Playing and Teaching Volleyball

A. Provide proper playing surface, non-slippery.

B. Check adequate clearance at side and back of courts.

C. Have players wear proper clothes and shoes.

D. Stress playing position to prevent collision with teammate. Players should not move more than 1 step to right, left or back.

E. Allow no clowning among students.

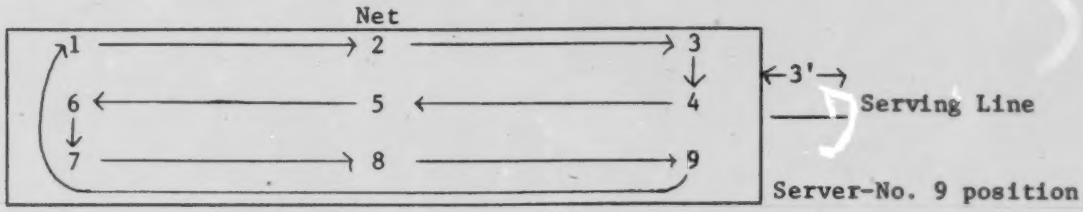
F. Provide proper instruction in volleying and serving.

Basic Rules

A. Playing Court - The playing court for elementary school children is 25 x 48 feet with a net 7 feet high dividing the court into halves. Net should always be stretched tight.

B. Teams consits of 9 players. City-wide tournament teams consist of 9 players and 3 substitutes.

C. Rotation - All teams will rotate as shown in the following figure: Team members shall rotate after a side out is called and they become the serving team.



D. Serving

1. Serving shall be made from behind a line drawn perpendicular to the center of and outside the right side line. The forward foot of server must be outside the playing court and behind the serving line when service is made. Immediately upon delivery of service, the server may resume his position on the playing court. The player in the Number 9 position shall be the server.

2. Only the serving team may score.

3. Foot Fault on Service - A foot fault in serving occurs when the server steps on or over the line during the act of serving. The server may step on, or over, the serve line as soon as he has struck the ball.

4. Term of Service - Each server shall continue to serve until the referee calls side out.

E. Side Out - Side out shall be called in event of a net ball or when the team serving fails to win its point or plays the ball illegally.

F. Ball hitting on the boundary line is considered in bounds. The ball is out of bounds when it touches any surface or object, or the ground outside the court, except a player in the act of playing the ball. A ball touching a boundary line is good. NOTE: A player may not, whether on or off the court, catch a ball or touch it and call it Out.

G. A player may leave the court in order to play a ball which he could not play while remaining on the court.

H. Catching or Holding the Ball - When the ball momentarily comes to rest in the hands of a player, he shall be considered to be catching or holding the ball.

I. The ball must be volleyed before it touches the floor, ground, or hard surface.

J. No player may reach over or under the net or touch it.

K. Except a service, a ball, striking the net and going over is still in play.

L. Recover from Net - A ball other than a service may be recovered from the net, provided the player avoids touching the net.

M. Teams exchange courts at the end of each game.

N. Boys' Rules:

1. Each team may volley the ball no more than 3 times before it is returned over the net.

2. No player may volley the ball twice in succession unless 2 players touch the ball at the same time.

3. Boys may not assist a serve.

O. Girls' Rules:

Alteration of official rules:

1. Girls are allowed an assist on the serve.

2. Girls are allowed to set up ball for themselves (may volley ball twice in succession).

P. Games may be played on a time or a game basis.

1. Time - When insufficient time is available to play on a score basis, a game may be conducted on a time basis as follows:

a. Two 5-minute halves with a 1-minute break between halves.

b. When games are played on a time basis, teams should change side of court between halves.

c. Substitution may be made between halves and rounds or when an injury occurs.

d. The team with the greater number of points at the end of the second half wins.

e. In the event of a tie, a 3-minute extension of play should be allowed to determine a winner. City-wide tournaments are played on a time basis as above.

2. Game Basis

a. A team wins in a game when it scores 15 points and has a 2-point advantage.

b. Time out and substitution - Time out may be allowed after either team has scored 8 points or when an injury occurs for substitution. Substitutions may be made between halves (after 1 team scores 8 points) and rounds.

Q. Points and Side Out - If any player of the serving team shall commit any of the following acts, it shall be side out; if any player of the receiving team shall commit any of the following acts, 1 point shall be scored for the serving team:

1. Serve illegally

2. Fail to return the ball legally to the opponent's court

3. Hold or catch the ball

4. Strike the ball more than twice in succession (boys may hit ball only once)

5. Be the fourth player to play the ball

6. Have the ball hit the body

7. Touch the net

8. Reach under the net and touch the ball or players in opponent's court

9. Step over center line

10. Persistently delay the game

11. Kick the ball.

Skills

A. Volleying

1. Types of volley

a. Underhand

b. Overhand

2. Techniques of Volleying

a. Use two hands.

b. Hold hand open, fingers spread.

c. Use fingertips, not heel of hand.

d. Push up on ball, not forward or down.

e. Keep eyes on ball.

B. Serving

1. Types of serves

a. Underhand serve

b. Hook serve (or smash serve)

2. Techniques of serving

a. Stand behind the serving line, feet together, facing opposite court (hold ball in left hand) to right center of body, right hand to side, weight of body on right foot.

b. Swing right arm back to cocked position, step forward on left foot, swing arm forward, hit ball out of hand with palm of fisted hand (opposite if left handed).

C. Spiking

D. Blocking

E. Recovery from net

Organization for Drills

A. General Guides for Teachers

Realizing that skill in an activity is acquired through practice

and repetition, each class should be organized in order to allow for the greatest amount of practice in the allotted time available.

In order to accomplish more individual practice, the following suggestions should be followed:

1. Organize class or classes and divide by sex as shown in attached diagram of concrete multiple-use area with pupils properly spaced, using painted white and yellow areas.

2. Use all available playground balls in order to have the equivalent of 1 ball for each pupil. Balls assigned to classroom should be used when insufficient number is available.

3. Teach skills in progression - from easier to more difficult.

4. Remember - The primary purpose of the physical education teacher is to teach. Pupils may practice skills and play games under the direction of the classroom teacher.

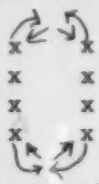
B. Specific Guides

1. Properly place equipment boxes for quick pick-up and return of equipment by pupils.

2. Use existing squad organization and leadership for instruction and game purposes - odd-numbered squads (squad 1) and even-numbered squads (squad 2). Keep boys and girls separated. See example:

Squad 2	B	B B B B B B	G	G G G G G G	Squad 2
8'		Facing		Facing	
Squad 1	B	B B B B B B	G	G G G G G G	Squad 1

3. Demonstrate method of moving from line to circle formation and vice-versa. Take time to practice movement until all pupils understand how and where to go.



4. Assign squads permanent courts for net drills.

5. Explain method of rotating squads for instruction or game activities when more than 1 class is assigned.

6. Assign relay stations and practice comprehension of movement to and from these stations.

7. It is extremely important to have absolute quiet when giving group instruction. The greatest problem when pupils have possession of a ball is having the ball bounced. In order to prevent this, insist that ball be placed between feet when instructions are being given and between drill executions.

8. After proper instruction and practice of skills, groups are ready for game situation. The teacher would be wise to require that the ball be volleyed (played) 3 times on each side before being returned over net. This procedure requires that teams play as a team and greatly assists in the development of cooperation, team spirit, and sportsmanship. It also encourages more proficient pupils to help the less proficient in order to acquire a better team showing in competition

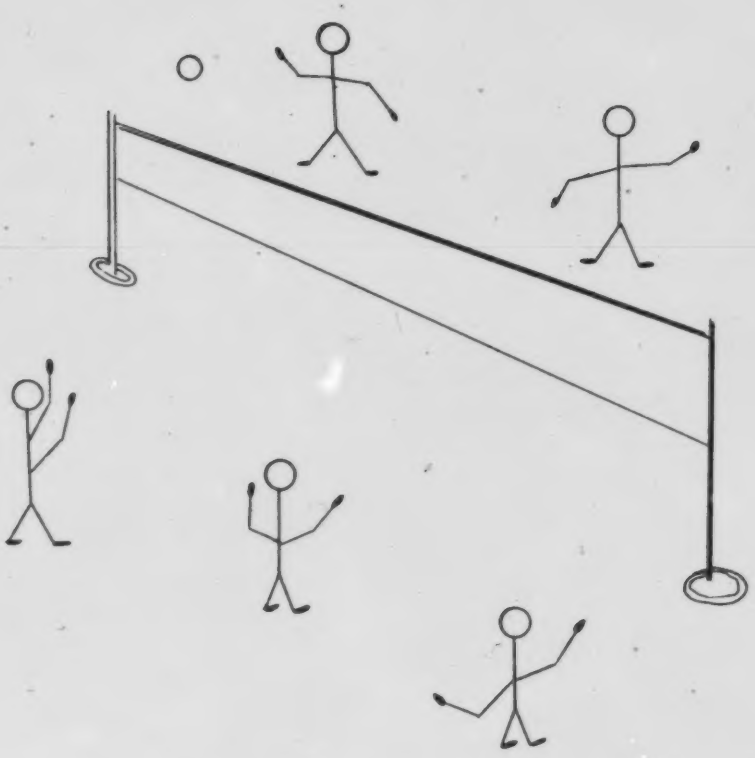
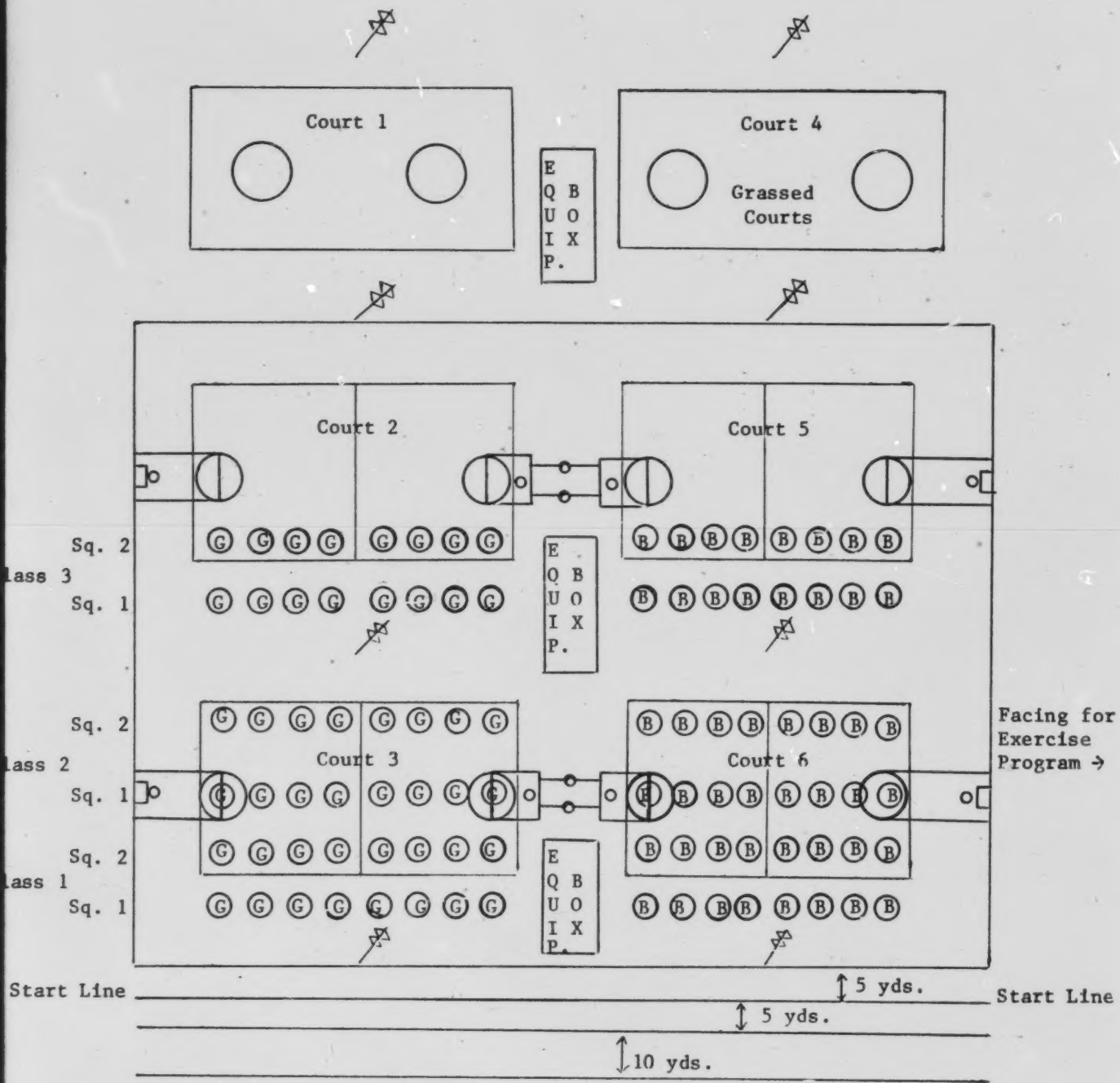


DIAGRAM OF MULTIPLE-USE AREA SHOWING PLACEMENT OF PUPILS FOR INDIVIDUAL AND COUPLE DRILLS, CIRCLE AND LINE ACTIVITIES, AND PLAYING COURT ASSIGNMENTS BY SQUAD FOR VOLLEYBALL AND BASKETBALL ACTIVITIES



Equipment Box Placement: 1 equipment box with 30+ balls should be placed in center of multiple-use area for each class assigned. The above diagram shows line-up and placement for three classes. The first two lines of boys and girls comprise one classroom teacher's class with squad 1 and 2, boys, and squad 1 and 2, girls.

Progressive Drills for Volleying and Serving

Drills in volleyball should be taught progressively from easier to more difficult. It is believed that the skills are best taught in the following progression:

A. Volleying

1. Individual Underhand and Overhand Volley - 1 ball per pupil

a. Formation - Pupils line up in starting position on assigned circle. Each pupil has a ball placed between feet.

b. Physical education teacher demonstrates proper technique for volleying and has pupils simulate movements without ball.

1. Use 2 hands.

2. Hold hand open, fingers spread.

3. Use fingertips, not heel of hand.

4. Push up on ball, not forward or down.

5. Keep eye on ball.

c. Each pupil, standing in place, and using techniques outlined above, attempts to volley to himself 10 times overhand, then 10 times underhand.

d. As skill develops and while teacher is grouping pupils, increase to 25 volleys in each position.

e. The above procedure should be followed for both overhand and underhand volleys.

2. Toss and Volley (couples facing - 1 ball for each couple)

a. All pupils in squad 1, boys and girls, get a ball - place between feet.

b. Teacher demonstrates using pupil as partner.

c. All Number 1 players toss ball to Number 2 players (partners) who volley ball back to Number 1. Repeat 10 times.

d. Player Number 2 tosses ball to player Number 1, who volleys ball back to number 2. Repeat 10 times.

e. Players then volleyball back and forth (1) 10 times, (2) 20 times, (3) as many times as possible without dropping or catching ball. If either player misses or catches ball, both squat to indicate they have defaulted.

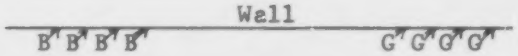
f. Ability Grouping - Teacher should observe students and group according to ability within squads.

3. Underhand Volley - Use outline above. Ball should be tossed about waist high.

4. Volley Against Wall (Drill for less proficient pupils)

As pupils progress in volleying and serving, less proficient pupils should be given a ball to volley or serve against the wall of a building (if space is available) until they become proficient performers of these skills.

Diagram



B. Serving

1. Serving (Underhand) - Couples Facing - 1 ball for each couple

a. Teacher arranges formation - lines facing, members of squad Number 1 with ball between feet

b. Teacher demonstrates techniques of serving, using pupil for partner.

1. Stand with feet together, weight on right foot, facing partner.

2. Hold ball in left hand to right center of body, right hand to side.

3. Swing right arm back to cocked position, step forward on left foot while swinging right arm forward, hit ball out of hand with palm of fisted hand (opposite if left handed).

4. Follow through.

c. Teacher demonstrates techniques of hitting ball.

1. Open palm

2. Heel of fisted hand

3. Palm of fisted hand - most efficient

d. Without using ball, teacher has pupils practice stance, execution of serving skill, and follow through.

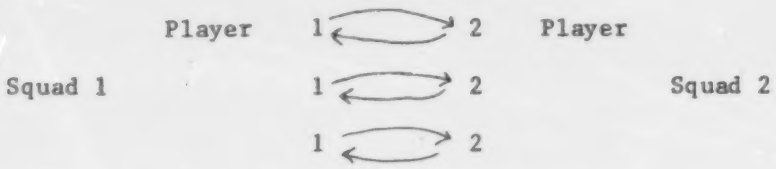
e. On a signal, all Number 1 players serve ball to Number 2 players (partners), who catch ball.

f. On a signal, all Number 2 players serve ball to Number 1 players (Partners) who catch ball.

g. Partners serve back and forth to each other while teacher does individual (incidental) instruction in skill.

h. As pupils become more proficient at serving, Number 1 players remain on circle, while Number 2's take 2 steps back and serve 10 times from each position. When mistakes occur (dropping ball or failing to serve accurately), players remain in position until 10 services have been made accurately.

Diagram



Note: The above drills for volleying and serving should be used daily as warm up for other drills and actual participation in the game of volleyball.

2. Serving - After group instruction in serving, the less proficient should be given a ball to serve against wall as in Number 3 in Volleying.

3. Serve and Volley

a. Formation - couples facing, members of squad 1 with ball between feet.

b. Teacher demonstration.

c. Number 1 players serve to Number 2 players, who volley back to Number 1's.

1. Number 1 may catch and repeat 10 or more times, or

2. Number 1 may continue volley with partner until mistake is made. Then Number 2 serves to Number 1, and volley continues until missed.

4. Serve with Assist (Girls only)

One ball for each 3 players

a. Girls line up in groups of 3 as shown below.

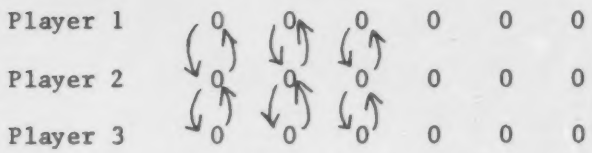
b. Number 1 serves to Number 2, who is facing Number 1. Number 2 assists ball over her own head to Number 3, who catches ball.

c. Number 3 serves to Number 2, who assists back to Number 1.

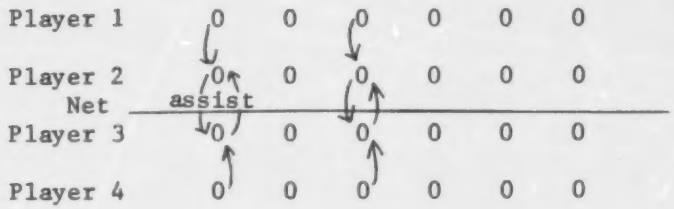
d. Girls rotate position so that all get to practice assist.

e. Drill Number 2 shows same drill with net player facing server assisting ball over net - 4 girls to a group.

Drill #1



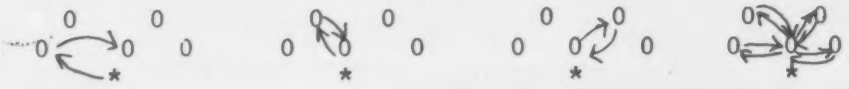
Drill #2



Note: Number 1 serves - Number 2 assists over net, retrieved by Number 3 or 4.
Number 4 serves - Number 3 assists over net, retrieved by Number 1 or 2.
Repeat. Rotate position: servers become assisters.

C. Circle Drills for Volleying and Serving

1. Semi-Circle Volley



*Leader

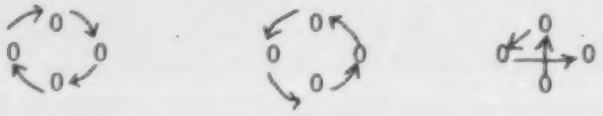
a. Groups are in semi-circle facing squad leader. Leader tosses ball to player in circle, who volleys it back to leader. Leader catches and repeats to next player in circle.

b. As follow-up - Leader tosses to get started; when ball is returned, he volleys to next person rather than catching.

c. Players rotate so that all may serve as leaders.

d. For girls - Emphasize hitting ball twice (setting ball up for self).

2. Circle Volley - Clockwise, counterclockwise, across circle



Clockwise | Counter-clockwise | Across Circle

a. Groups are in circles; On whistle they volley underhanded clockwise around circle. On second whistle they volley counterclockwise.

b. Groups perform as above except that overhand volley is used.

c. Both over- and underhand volley can be used across circle.

d. Interest may be increased by counting number times volleyed before missing and compare.

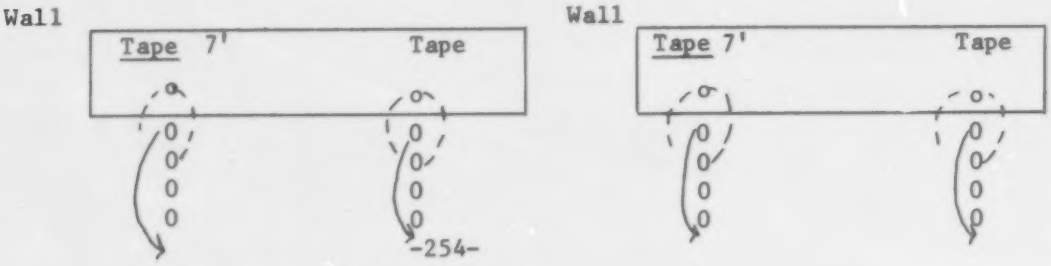
3. Circle Volley - Volley around circle

a. All of the above drills may be used with this formation. The only difference is that the ball comes to the person in the center each time.

b. Players rotate so that all may be in center.

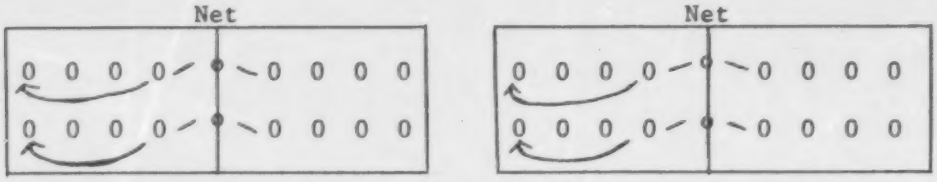
D. Relays - Volley and Serve

1. Volley Against Wall Relay



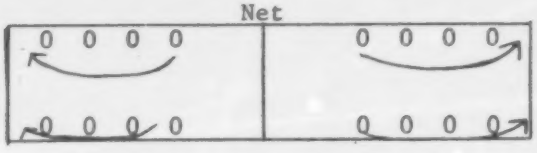
This can be used if wall space is available. Put piece of tape on wall 7 feet high to represent net. First person volleys against wall and goes to back of line - second person volleys off wall and goes to back of line, etc. Team completing 1, 2, or 3 rounds first, wins.

2. Over Net Volley Relay



a. This drill is similar to the one above, except that (2) lines are facing each other across the net. Rather than volley against wall, the player volleys across net to first person in other line, who volleys back. As soon as player volleys the ball, he immediately goes to the back of his own line. Emphasis on accuracy of volley.

3. Serve Over Net



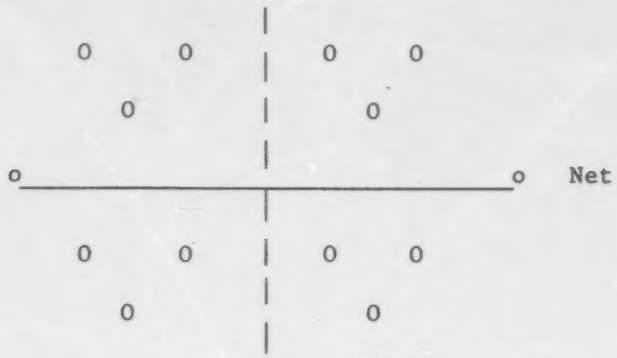
a. Two lines of 4 are on each side of court facing each other. One line serves to other line across net and that line serves back. It is better to start closer to the net. Control and placement are most important to learn when serving. As control increases, so will strength. Lines can then be backed up to end of court. This drill may be used as a relay - require ball to be retrieved and served from behind serving line.

4. If walls are available, use the wall drill shown for Volleying and have the students serve instead of volley.

5. If games or relays are made out of these drills, students will try harder at the intended skills rather than fooling around.

E. Volleyball Game Drills

Triangle Volley or Triangle Volleyball (3 man volleyball): In this drill 3 pupils are placed on each side of the net in the formation shown below. Two groups of 6 may safely use 1 volleyball court if court is divided by a piece of tape.



Tape dividing court

1. Emphasis in this drill is placed on ball's being volleyed by each player 1 time each time ball is volleyed to their side of net.

2. This drill emphasizes and stresses team play.

3. Three to 4 players may be assigned as above and play game of volleyball. Teachers should require ball to be volleyed 3 times on each side of net to stress teamwork.

F. Blocking Drills

1. Blocking - 1 ball for each 2 pupils

   a. Squad 1, with ball, line up on court assigned near and facing net.

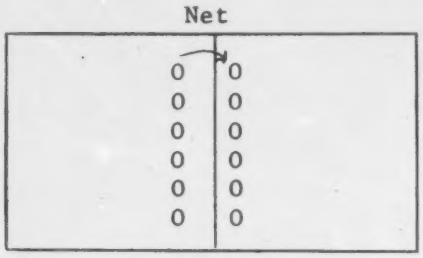
   b. Squad 2, without ball, line up on opposite side of net, facing net.

   c. On signal, members of squad 1 toss ball slightly above and over net; member of squad 2 jumps up with arms extended overhead and contacts (blocks) ball and bats back to partner on squad 1.

   d. Repeat 10 times.

   e. Ball is given to members of squad 2, who toss ball over net for blocking by partner in squad 1.

f. As player becomes proficient at blocking, increase number times repeated, partners working together without signal.



G. Recovery From Net

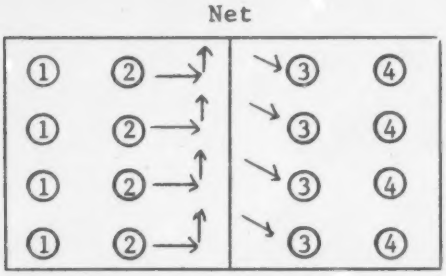
Drill

1. Pupils line up 2 deep on each side of net facing with 1 ball for 4 pupils, as shown below.

2. Number 1 of each group tosses ball into net. Number 2 retrieves with underhand volley and volleys ball over net. Alternative - Number 2 with underhand volley sets ball up for number 1, who volleys ball over net to number 3 or 4.

3. Number 3 or 4 catches ball.

4. Number 4 tosses ball into net to be retrieved as above by number 3, who volleys ball over net or sets ball up for number 4 to volley over net.



If you would cultivate the intelligence of your pupil, cultivate the power that it is to govern. Give his body continual exercise.

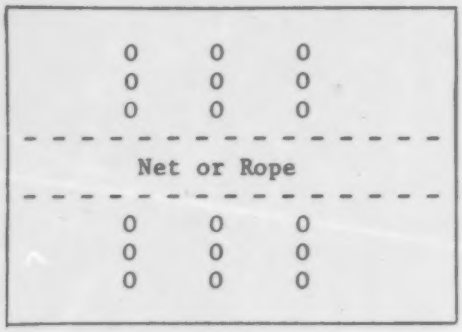
Rousseau (1750)

LEAD-UP GAMES FOR VOLLEYBALL

87-A. NEWCOMB

Playing Area: Volleyball court or gymnasium
Players: 6 to 9 on each team
Supplies: Playground ball for each team
Grade Level: 3 - 4

Formation: A volleyball net is stretched at a height of about 6 feet across the center of the court. Two lines are drawn parallel to the net, 1 on each side at a distance of 6 feet, forming a neutral zone 12 feet wide. Players on each team are assigned definite places in their courts (See diagram).



At a signal, a player throws the ball past the neutral zone and over the net, aiming to hit the floor. The opposing players try to intercept the ball and throw it back. Each time the ball hits the floor, a point is scored by the team throwing the ball. Play continues for 5 minutes, at which time the players rotate positions -- the first line moves to the rear, the second to the front, and the rear line to the center. The team that scores 21 points first is the winner.

Players must remain in assigned positions.
The ball may be passed between players on the same team.
The ball goes to the opposing team when:
It touches neutral territory.
It strikes the wall or goes out of bounds.
A player walks with the ball.

Intellectual progress is conditioned at every step by bodily vigor. To attain the best results, physical exercises must accompany and condition mental training.

Comenius (1650)

87-B. SERVE BALL

Playing Area: Volleyball court or gymnasium
Players: 6 to 9 on each team
Supplies: Playground ball for each team
Grade Level: 4 - 5

Game is played the same as Newcomb except that the ball is served over the net as in volleyball each time it is caught instead of being thrown over. Participants should rotate as in volleyball when point is scored.

87-C. SHOWER BALL

Playing Area: Volleyball court
Players: 4 - 9 on each team
Supplies: 3 to 6 playground balls for each game
Grade Level: 4 - 5

Rules of the Game: The object is to prevent the balls from touching the ground on the player's side of the net. Balls must be tossed or batted over the net and cannot be held over 3 seconds. Only 1 player on each team may handle the ball each time it comes over the net.

Players may take only 1 step in returning the ball, which must go over the net without touching it. Each violation counts 1 point for the opponents, and the ball is thrown to the nearest referee, who gives it to the other team to be put in play again. Two referees are necessary to keep score.

87-D. CAGE VOLLEYBALL

Playing Area: Volleyball court with a net or rope 7 feet high. A chalk line is drawn parallel to and 12 feet from net, dividing court into front and back courts.
Players: Two teams of 7 - 10 (squad)
Supplies: Cageball
Grade Level: 6 - 7

Regulations: One half of the team is assigned to front court and the other half to the back court. Players in the back court may play up to center line - they may reach over but not step over the line. Forward court players may not step into back court or go into or reach over net.

NOTE:

1. The server bats or throws the ball to 1 of his players, who assists it over the net. All served balls must be assisted, or the service goes to the opposing team.

2. As in volleyball, only the serving team may score.

3. Loss of service occurs under the following conditions:

   a. When the ball goes into the net

   b. When the ball goes out of bounds

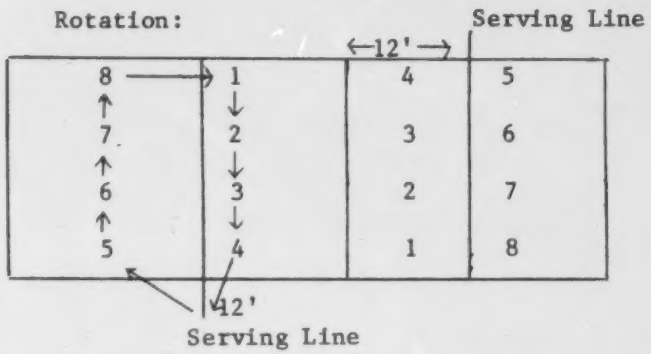
   c. When the ball touches the ground or floor

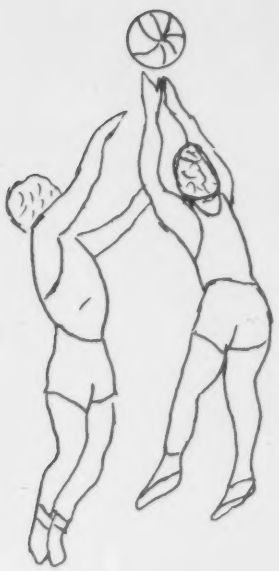
   d. When team touches or goes over the net

   e. When back court players step into forward court.

4. Game - 11 points

5. Other volleyball rules apply





88. BICYCLE SAFETY EDUCATION PROGRAM

For many years the Parent-Teacher Association, in conjunction with the Health, Physical Education and Safety Department, has promoted instruction in bicycle safety education. The instructional program consists of care of bicycle, classroom instruction in rules and regulations, road test instruction in correct bicycle riding attitudes, and the issuance of bicycle drivers' permits.

The program has been most successful and it is felt that it should be included as an integral part of the total Health, Physical Education and Safety Program.

Mechanics of the Program

A. The principal's responsibility is to give overall direction and supervision to the program.

B. Physical Education Teacher's responsibilities are:

1. To coordinate the entire program

2. To give direct instruction in bicycle safety, using films and other teaching aids

3. To work with classroom teacher and Parent-Teacher representative in planning and administering the program

4. To procure procedures of the program and materials from the Physical Education Office and use these to coordinate the program.

C. The classroom teacher's responsibilities are:

1. To work with the physical education teacher and the Parent-Teacher representative in setting up and conducting the program

2. To provide sufficient instruction in bicycle safety in the classroom.

D. The Parent-Teacher Association's responsibility is to assist in administering the road test to pupils.

Instruction for Physical Education Teachers

A. Teaching materials to be secured from Physical Education storeroom.

1. Films - to be kept a maximum of 2 weeks, shown, grades 3 - 7.
2.
2. Film strip "How to Ride Your Bicycle Safely," (Mobilgas) 1 for each school - to be retained by school

3. Notice to Parents, Operator's Permit, Bicycle Code, and Road and Inspection Sheet

4. Available Booklets - for classes in grades 3, 4, 6, and 7.

B. Principal to be apprised of introduction of program

C. Meeting to be held with the P. T. A. Safety Chairman and teachers, grades 3 through 7, to explain and set up program

1. Explain steps for Bicycle Safety Program.

2. Distribute materials to teachers.

3. Explain that lesson plans are taken directly from Bicycle Code. Test items should be based on Bicycle Code of Norfolk.

4. Classroom instruction and test should be classroom teacher's responsibility. Road testing and bicycle inspections should be the responsibility of the P. T. A. Safety Chairman and the physical education teacher.

D. Arrange for showing film. It is recommended that film showing be by grade level or large groups in preference to classroom showing because of time factor.

E. Obtain list of children who passed test and give to safety chairman for road test.

F. Assist safety chairman in setting up road course area, explaining how to lay course off on concrete or asphalt area. Get safety patrols' assistance.

G. Make arrangements to assist safety chairman in administering and recording results of the road test.

H. Keep record of number of children who (1) received instruction, (2) viewed film, (3) took road test, (4) passed road test. Report results to Physical Education Office on form provided.

I. Emphasize that bicycle road test for pupils, grades 5 and 7, should be given during 30-minute physical education period, preferably when physical education teacher is with the class.

Suggested Steps for Bicycle Safety Program

Step I: Initiate an instructional program for all pupils, grades 3 through 7, by using films. Films available for use in program are:

Bicycle Rules of the Road
Safe on Two Wheels
Your Bicycle and You
Bicycle Safety Skills
Safe Bicycling
How to Ride Your Bicycle Safely, (Mobilgas film strip)

Films may be obtained through physical education teacher or from Norfolk City Schools library services.

Step: II: Grades 3,4,5 - Hold discussion on bicycle safety led by classroom teacher. Give simple written quiz (See sample test).

Grades 5 and 7 only

Hold discussion led by classroom teacher, using lesson plan based on Bicycle Code of the City of Norfolk and other available materials.

Step III: Administer written test on Bicycle Code and record results as a part of physical education grade.

Step IV: Send form letter to parents explaining program (See sample).

Step V: Authorized person (safety chairman of P.T.A., physical education teacher, classroom teacher) will give bicycle inspection and road test to pupils who have passed written test and returned letter from parents, properly signed.

A. Upon satisfactory completion of all requirements, operator's permit is awarded by examiner to 5th and 7th grade children.

B. The road test and inspection should be given during the 30-minute physical education time, preferably when the physical education teacher is with the class (See diagram of bicycle riding course).

Outline of Lesson Plan for Teachers

The topic heading of the Bicycle Code of the City of Norfolk, Virginia, should be used as the lesson plan for instruction in bicycle safety. The code is duplicated here for your convenience.

BICYCLE CODE OF THE CITY OF NORFOLK, VIRGINIA

CHAPTER 8 AND 29 OF THE CODE OF THE CITY OF NORFOLK, VIRGINIA 1959, PROVIDING FOR THE REGISTRATION AND REGULATING THE OPERATION OF BICYCLES IN THE CITY OF NORFOLK.

ARTICLE I. IN GENERAL

Section 8-1: - Definition. The term "bicycle" as used in this chapter, shall be deemed to mean any vehicle propelled by human power by action of the feet upon pedals, upon which a person may ride, having two wheels, either of which is over eighteen inches in diameter.

ARTICLE II. REGISTRATION

Section 8-2: - Registration Required. It shall be unlawful for any person who resides in the city to operate or use a bicycle upon any of the streets, alleys, lanes or highways of the city unless such bicycle has been properly registered as hereinafter provided.

Section 8-3: - Manner of Registration. The registration of bicycles shall be upon written application therefor made to the chief of police on forms prescribed by the director of public safety and shall be made by the owner thereof, or, if owner is under twenty-one years of age, the same may be made for him by his parents or guardian. Upon proper application and the payment of the registration fee hereinafter provided, the chief of police shall issue to such applicant a registration card and also a number plate or tag, in form prescribed by the director of public safety, and said number plate or tag shall be kept securely fixed in a conspicious place on the rear of the frame of said bicycle for which issued. It shall be unlawful to attach any such number plate or tag to any bicycle other than the one for which the same was issued.

Section 8-4: - Record of Registration. The chief of police shall keep a complete record of all bicycles registered pursuant to this article, showing the name and address of the owner thereof, the make, class and frame number of such bicycle, the number of the registration plate or tag issued therefor, and such other information as the director of public safety may prescribe.

Section 8-5: - Transfer of Ownership. When any bicycle registered hereunder shall be transferred to another, the same shall be reported to the chief of police, together with the name and address of the person to whom transferred and the registration thereof shall be changed accordingly.

Section 8-6: - Time for Registration. Any person acquiring a bicycle shall have the same registered, or if registered, have the registration thereof transferred to him, within fifteen days after the acquisition thereof.

Section 8-7: - Lost or Multilated Number Plates or Tags. When any number plate or tag is badly mutilated, lost, stolen or misplaced and cannot be found, upon satisfactory evidence of such fact being presented to the chief of police, he shall issue another number plate or tag, and shall change the registration of said bicycle accordingly.

Section 8-8: - Fees. When a bicycle is registered, there shall be paid the sum of one dollar. When the registration is changed from one person to another or from one bicycle to another, there shall be paid the sum of fifty cents. When a number plate or tag is issued to replace one that has been mutilated, lost, stolen or misplaced, there shall be paid the sum of twenty-five cents. Said sums shall be paid to the chief of police and by him paid over to the city treasurer, and shall be used for the purpose of defraying the costs and expenses incident to the registration of such bicycles and carrying out the provisions of this article.

Section 8-9: - Change in Frame Number. It shall be unlawful for any person to remove, change, alter or mutilate any bicycle frame number; provided however, that when any bicycle is registered hereunder and it appears that the frame number has become obliterated or is illegible, or that the same has no frame number, the chief of police may place or cause to be placed a frame number thereon for registration purposes.

Section 8-10: - Secondhand Bicycles. Every person engaged in the business of buying, selling, exchanging or trading in used or secondhand bicycles shall, on Monday of each week, make a written report to the chief of police, in form prescribed by the director of public safety, giving a brief description, including the make and frame number and the name and address of the person from whom purchased or acquired or to whom sold and delivered, as the case may be, of each such bicycle purchased, sold, exchanged or taken in trade during the preceding week.

Section 8-11: - Penalties. Any person who shall remove, change, alter or mutilate any bicycle frame number in violation of Section 8-9 shall upon conviction thereof, be fined not more than fifty dollars for each offense, and any person who shall violate any other provision of this article shall, upon conviction thereof, be fined not less than one dollar nor more than ten dollars for each offense.

ARTICLE III. OPERATION

Section 8-12: - Compliance with Traffic Signals. Every person riding a bicycle over any street shall comply with all traffic signs, signals and lights and with all directions by voice, hand or other wise, given by any member of the division of police of the city.

Section 8-13: - Hand on Handlebars. No person shall ride a bicycle on any street without having at least one of his hands upon the handlebars.

Section 8-14: - Riding on Sidewalks. (a) No person shall ride a bicycle upon any sidewalk whether paved or unpaved, in a business district. (b) No person fifteen or more years of age shall ride a bicycle upon any sidewalk, whether paved or unpaved, in any district. (c) Whenever any person shall ride a bicycle on the sidewalk, whether paved or unpaved, such person shall yield the right of way to any pedestrian and shall give an audible signal before overtaking and passing any pedestrian, and shall ride in single file. (d) A business district, within the meaning of this section, is the territory contiguous to any sidewalk, whether paved orunpaved, in any block where seventy-five per centum or more of the total frontage abutting such sidewalk in such block is occupied by buildings actually in use and operation for business purposes.

Section 8-15: - Reckless Riding. No person shall ride a bicycle recklessly or at a speed or in a manner so as to endanger the life, limb or property of the rider or of any other person.

Section 8-16: - Carrying Other Persons. No person riding a one-seated bicycle shall carry any additional person on the same.

Section 8-17: - Holding to Moving Vehicle. No person riding a bicycle shall take or catch hold of any moving automobile, bus or other vehicle of any kind upon any street, for the purpose of being drawn or propelled by the same.

Section 8-18: - Balls or Other Signal Devices. Every bicycle operated on the streets shall be equipped with a bicycle bell or other signal device capable of giving a signal audible for a distance of at least one hundred feet; provided, however, that no person shall use upon a bicycle any siren or exhaust whistle.

Section 8-19: - Hand Signals. Before turning or altering the course of operation of any bicycle, the operator thereof shall give signals by extension of the hand to indicate the direction in which it is intended to proceed.

Section 8-20: - Method of Riding. Every person riding a bicycle on any street shall keep as close as practicable to the righthand side of the roadway, and shall not ride more than two abreast.

Section 8-21: - Brakes. Every bicycle operated on any street shall be equipped with adequate brakes.

Section 8-22: - Riding Out of Lanes, Alleys and Driveways. Every person riding a bicycle out of a lane, alley or private driveway across a sidewalk or sidewalk area shall first bring such bicycle to a stop before crossing said sidewalk or sidewalk area.

Section 8-23: - Summons. Whenever any police or other officer charged with the duty of enforcing the ordinances of the city shall discover any person violating any of the provisions of this article, he shall take the name and address of such person and issue a summons to or otherwise notify such person in writing, if he be under eighteen years of age, to appear before the judge of the juvenile and domestic relations court of the city and if he be eighteen years of age or over, to appear before the police justice of the city, at a time to be specified in such summons or notice, to be there dealt with according to the provisions of this article and the laws of the state applicable thereto.

Section 29-749: - Lamps and Reflectors on Bicycles. Every bicycle, when in use between sunset and sunrise, shall be equipped with a lamp on the front which shall emit a white light visible in clear weather from a distance of at least five hundred feet to the front and with a red-reflector on the rear of a type approved by the superintendent which shall be visible from all distances in clear weather from fifty feet to three hundred feet to the rear when directly in front of lawful upper beams of head lamps on a motor vehicle. A lamp emitting a red light visible in clear weather from a distance of five hundred feet to the rear may be used in lieu of or in addition to the red reflector.

Section 8-24: - Penalty. Any person violating any of the provisions of this article shall upon conviction thereof, be fined not less than one dollar nor more than ten dollars.

Bicycle Registration Certificate

BICYCLE REGISTRATION CERTIFICATE

Owner _____ License No. _____
(Print) Last Name First Middle

Address _____ Date _____

Make of Bicycle _____ Serial No. _____

Phone No. _____ When and Where Purchased _____

Size Frame (Boys) _____ (Girls) _____ Color _____

Registration Fee _____ $1.00 Color of Trim _____

Transfer Fee _____ .50

Duplicate Fee _____ .25

Claude J. Staylor, Police Chief

By _____
Registrar

(Pursuant to provisions Ordinance No. 10895 adopted January 2, 1954).

HEALTH, PHYSICAL EDUCATION AND SAFETY DEPARTMENT

NORFOLK CITY PUBLIC SCHOOLS

Notice to All Parents of Fifth Grade Children

There is a City ordinance in Norfolk which requires all bicycles to be registered, and, if used at night, to have a white light in front and red reflector in the back. It also requires bicycle riders to obey all traffic regulations. These regulations are listed in the code book which your child will receive.

Bicycle Education

To better acquaint the children having bicycles with some of the do's and don'ts of bicycle riding and care of a bicycle, the school in conjunction with the Health and Physical Education and Safety Department and Parent-Teacher Association is conducting an educational program in Bicycle Safety.

The program will consist of two phases: classroom instruction and Bicycle Inspection and Riding Test. The classroom instruction will cover procedures and safety rules and regulations prescribed by the Bicycle Code of the City of Norfolk. Bicycles will be inspected to see that they comply with regulations, and a riding performance test will be given. Each child passing all phases of the program will be issued a "Bicycle Operator's Permit." The permit has no legal implications. It is merely an award showing that the pupil has successfully completed all phases of the instructional program.

> The national policies will be no more than words if our people are not healthy of body, as well as of mind . . . Our young people must be physically as well as mentally and spiritually prepared for American citizenship.
>
> Dwight D. Eisenhower (1956)

BICYCLE SAFETY TEST

Fifth Grade

Instructions: 1. Mark "T" in the column provided at the left of each statement if the statement is true.
2. Mark "F" in the column provided at the left of each statement if the statement is false.

Example: T The headlight of a bicycle should be visible from a distance of 300 feet.

KEY

T 1. A bicycle should be ridden on the right side of the street of highway.

T 2. Bicycle riders should observe and obey all traffic signs, stop-and-go signals, and other traffic control devices.

F 3. Bicycle riders should try to crowd ahead between cars at a signalized intersection so as to be in front when light changes.

F 4. Pedestrians do not have the right of way on sidewalks or crosswalks.

T 5. Bicycles should be "walked" across heavily traveled streets.

T 6. Night riding without a front white light or rear reflector is unsafe.

F 7. A bicycle in poor condition is safe if the rider is skilled.

F 8. It is safe and proper for a bicycle rider to carry a passenger.

F 9. Hitching or holding on to moving vehicles is safe if the rider is careful.

T 10. Bicycle riders should never carry bundles unless there is a bundle carrier on bicycle.

T 11. Riding in single file is the sensible thing to do.

T 12. No person shall ride a bicycle upon any sidewalk whether paved or unpaved, in a business district.

F 13. It is a safe practice to enter the street from the sidewalk without observing whether a car is coming.

T 14. A policeman may issue a summons for reckless bicycle riding.

T 15. Bicycle riders should give hand signals before making a turn.

T 16. Icy or slippery streets are dangerous places to ride a bicycle.

F 17. A bicycle rider should look only straight ahead when crossing an intersection.

T 18. Every bicycle operated on any street shall be equipped with adequate brakes.

T 19. It is desirable to ride at least three feet away from parked cars.

T 20. The City of Norfolk requires that all bicycles be registered with the City Police Department

Bicycle Inspection and Riding Performance Test Form

HEALTH, PHYSICAL EDUCATION AND SAFETY DEPARTMENT

NORFOLK CITY PUBLIC SCHOOLS

Bicycle Inspection and Riding Performance Test Form

Name _____ School_____ Teacher _____

BICYCLE INSPECTION

Registration Tag (Required)	Adequate Brakes (Required)	Horn (Required)	Rear Reflector (Required for night riding	Front Light (Required for night riding)

RIDING PERFORMANCE TEST

Stop-and-Start Lane	Obstacle Course	Stop-Sign Intersection	Caution Light Intersection	Traffic Light Inter-section	Written Test

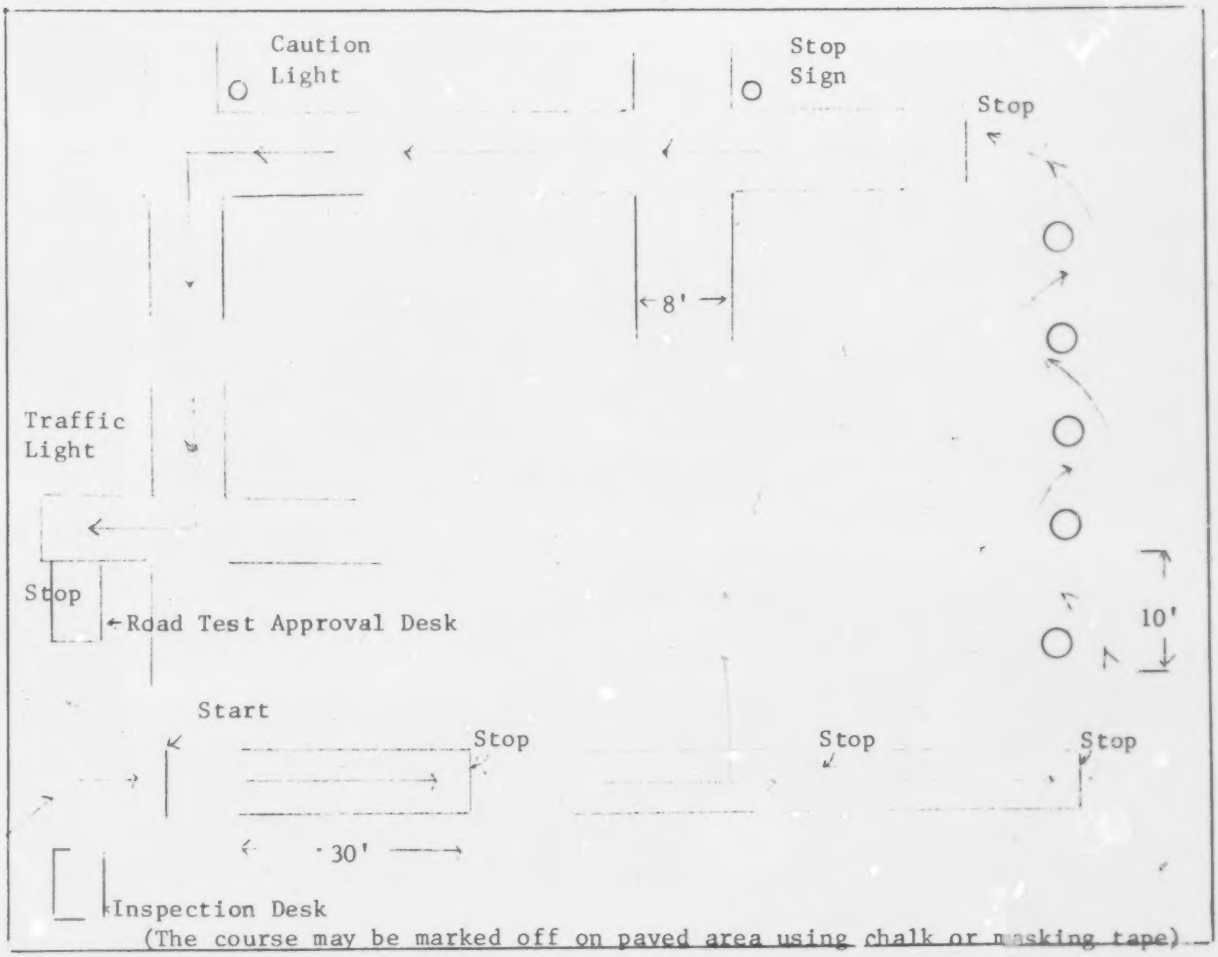
*Check each item successfully passed.

_____ Inspector

_____ Inspector

_____ Inspector

_____ Inspector



(The course may be marked off on paved area using chalk or masking tape)

Sections of Course

Stop-and-Start Lane. Tests child's skill at riding a straight course between parallel lines, without touching either line. Child stops twice while riding lane and again at end of line. Each time he uses correct hand signal, as in traffic.

Obstacle Course. Markers are set 10 feet apart. Use a minimum of 5 markers. Waste paper cans or chairs may be used as markers. Rider weaves back and forth between markers demonstrating his skill in balancing and his control of bicycle. At the end of course he comes to full stop.

Stop-Sign Intersection. Cyclist demonstrates how to signal, stop, and dismount before proceeding at a stop street.

Traffic Light Intersection. Rider stops while traffic light shows red, proceeds across intersection on green light, demonstrating the safe way to make a right turn in heavy traffic.

All Traffic Signs. All signs should have the same basic design as those used by the State Highway Department.

Riding Demonstration. An older cyclist should ride the course before those to be examined to demonstrate proper procedure and techniques.

89. TUMBLING AND STUNTS - UNIT OF INSTRUCTION

Origin - History - Development

The ancestry of modern day tumbling activities is undoubtedly the stunt play of primitive man. Although we have no written record of this fact, it is logical to assume that the fundamental tumbling techniques which were present in the ancient dances and rituals, and later in the gymnastics of the early civilizations, evolved from simple stunt play.

Objectives

To develop:

1. Body control
    a. Strength
    b. Ability
    c. Flexibility
    d. Balance
2. Normal growth and development
3. Neuro-muscular skills
4. Self-confidence

Value of Activity

1. To develop self-confidence
2. To develop competitiveness
3. To learn to be cautiously courageous
4. To develop awareness of safety procedures

Safety Procedures

1. Mat Maintenance
    a. Use plenty of mats and keep them clean.
    b. Always carry the mats instead of dragging them.

c. When stacking mats, place two top sides together, or fold in half, so that top meets top.

d. Repair rips immediately to prevent injury.

e. If two small mats are used to make a long tumbling mat, tie them together to prevent their separation. Make sure that the adhesion between mats is complete before commencement of classes.

f. Do not allow pupils on mats when wearing street shoes.

g. Make sure that there is sufficient clear space around each performer so that he can do his stunt without kicking, striking or banging a wall, seat, desk or any other object.

B. Impress on the class members the need for safety precautions.

1. Stress individual responsibility.

2. Have spotting hints and safety rules on signs located in teaching station.

C. A brief warm-up period at the beginning of the class will serve to loosen up muscles and prevent "pulled" muscles or tendons.

D. Follow a definite progression of stunts.

1. Teach the stunts in sequence and allow progress only after foundation stunts have been learned.

2. Do not permit students to try stunts beyond their present ability.

3. Make use of "lead-up" stunts for the more difficult work.

4. Have the pupils practice fundamentals each day prior to introduction of more advanced skills.

E. Develop self-confidence on the part of the performer. Teach him to follow through with the stunt - not to change his mind in the middle of the performance.

F. Do not allow disorderly behavior.

G. Be sure the pupil has a clear and correct understanding of what he is to do.

H. Teach pupil to be sure that no one is in the way while he is performing.

I. Do not allow performers to follow each other too closely.

J. Require that tennis shoes be worn, and that shoes be tightly laced and well tied.

K. Group pupils by abilities. Place those that are highly skilled in one group, those of average in another group.

Spotting

Wherever a pupil may fall out of balance, buckle under a load, miss a stunt or do anything else which may result in danger to himself or a partner, a "spotter" should stand by. This spotter may be the teacher or another classmate. His job is to give assistance wherever needed in the performance of a stunt, to help the performer hold his balance if he is unsure of himself, and to assist the performer and prevent him from hurting himself if he falls.

Organization for Instruction

A. Mass grouping - All can listen to the instruction and work simultaneously, but each at his own rate of speed. Later pupils work by count.

B. Squad grouping - Large groups can be divided into squads, each with a squad leader who has had previous instruction in the activity to be instructed. This leaves the teacher free to give instructions and assistance where most needed.

C. Ability grouping - Members of the group may be divided into squads according to known skills or for assignment to a special activity.

D. Size grouping - Pupils' weight should be considered, especially when dual stunts are being performed.

E. Sex grouping - Boys and girls should be instructed separately.

TUMBLING

Forward Roll

Equipment: Mat

Procedure: From squatting position, the pupil places the hands on the floor, shoulder-width apart, outside the knees, with fingers pointing straight ahead. The head is tucked under the chin against neck. This position should be maintained throughout the rolling movement. The hands or forearms carry the weight of the body forward until shoulders or upper spine contact the mat. The head or neck should take no direct weight. Grasp shins as roll is completed and "pull" self into squatting (or standing) position.

Shoulder Roll

Equipment: Mat

Procedure: From a position on the feet with weight to the side and forward of or at center, the performer places his hands on mat as in forward foll. The performer gives way with the arm on the off-balanced side and tucks the arm closely to the chest, pulling the shoulder under the body and rolling onto the back as the legs are extended. The hands and knees are brought close to the body as the weight is transferred to the back and the roll is continued to a squatting position.

Backward Roll

Equipment: Mat

Procedure: From squatting position, the performer sits back on his heels; at the same time his hands are placed on the mat, fingers forward, to break the fall. As backward momentum is started, the hands are placed by the ears, palms up, fingers extended so that the weight of the body is caught on the palms as the roll is completed. When the weight of the body is on the hands, he pushes upward to prevent the weight from resting on the neck. Throughout the roll the knees are kept close to the chest and the back rounded. The roll is continued until the body can be sent to an erect position.

Cartwheel

Equipment: Mat is desired

Procedure: Performer stands erect with left hand raised over head, elbow extended, fingers spread. He bends body directly to the left. As the left hand touches the ground, he flings the right leg high with knee and foot fully extended. He continues the sideward movement with the right hand contacting the ground, then

the right foot, the left foot and then to the upright position. The body is extended throughout, with no bend at the hips. The movement must be continuous. As skill is gained, cartwheels may follow each other with a pause.

Head Stand

Equipment: Mat

Procedure: Performer stands facing a wall or a partner, and placed his hands on the floor about shoulder-width apart. He drops the head to the floor eight or ten inches in front of the hands, thereby forming a triangle. He tries to throw the feet so that they contact the wall or are caught by a partner. The position is held.

STUNTS

Camel Amble

Performer bends forward from hips with back flattened. His hands reach backward and are clasped over the back with fingers pointing up to form hump. He walks forward and, as each step is taken, pulls in, and then pushes out chin, using rhythmic motion.

Dervish Jump

Performer jumps into air and makes a half-turn to the right. This is repeated, performer turning to left. He keeps this up, using arms as balance.

Seal Walk

Legs are extended backward along floor and in relaxed position from hips down. Weight is on arms and body is pulled forward by alternating use of the arms. Legs take no part in the movement.

Indian Sit and Stand-up

Standing erect, cross feet and fold arms across chest. Lower body to a sitting position by bending the knees. Raise body to a standing position by straightening the knees.

Bear Walk

Bend over and place hands on the floor. Walk on hands and feet without bending knees or elbows.

Bicycling

Lie on back. Raise both legs up. Leaving upper arms on floor, bend elbows and place hands on waist. Bend knees and "cycle" legs.

Stiff-legged Rowing

Partners sit on the floor, facing each other, legs spread apart and bottoms of the feet touching. They reach across and grasp hands. Number 1 leans back while Number 2 leans forward, and vice versa, thereby achieving a rowing motion.

Chinese Get Up

Two performers sit back to back with elbows locked and legs straight out before them. The object is for both performers to reach standing position without unlocking arms.

Jump Through Hands

From prone position, the body is rested on extended arms, with legs straight back and together. The hands and the toes carry the weight of the body. Following a strong push with the toes, the performer swings his body forward between the hands so that his hips and legs are extended forward beyond the hands. He swings back again to original position.

Crab Run

Performer squats and reaches backward until hands are on the floor. He straightens his back and walks or runs forward or backward as desired. There should be no sag of the body.

Camel Walk

Formation: Two performers stand close together, while facing the same direction, number 1 with back to number 2.

Procedure: Front contestant number 1 jumps and locks his legs high up under the arms of number 2. Number 1 then crawls through legs of number 2 and extending his arms, grasps the heels of number 2. Head is carried high. At the same time number 2 falls forward onto his hands and walks on all fours.

Frog Hand Stand

Performer should squat so that hands are flat on the floor, somewhat turned in, elbows inside thighs and pressed hard against knees, feet close to hands. He leans forward slowly and transfers the weight of the body onto arms and hands and at the same time lifts toes from the floor. He holds this position for 5 to 20 counts. Head should be held up to get good balance.

Siamese Twins

Two performers sit back to back with arms folded and legs extended straight ahead and together. The object is to see which performer can first stand erect with feet together while maintaining the folded arm position throughout the trial.

Indian Wrestling

Equipment: Mat (Boys only)

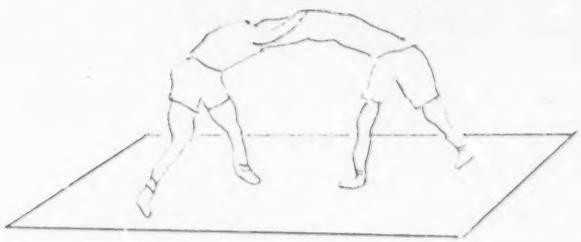
Two players lie on their backs, side by side but facing in opposite directions with right elbows locked. On count, each swings inside leg up, hooks opponent's

knee, and tries to move him. Three out of 5 trials determine the winner.

Back Spring

Equipment: Mat

Two performers take turns on acting as a hurdle for the other. Number 1 (the hurdle) takes a position on hands and knees, with side of body toward Number 2. Number 2, taking a short run places his hands on the floor near body of Number 1 and turns a flip over his body. While learning the activity, the ground man should raise his back as he feel the runner going over. This will help the performer to land on his feet.



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